DOCUMENT RESUME

ED 280 759 SO 017 886

AUTHOR Yeaton, Connie S.; Braeckel, Karen Trusty
TITLE A Salute To Our Constitution and The Bill of Rights: 200 Years of American Freedom. Grades 1-3.
INSTITUTION Indianapolis Newspapers, Inc., IN.
PUB DATE 86
NOTE 80p.; For a companion volume for grades 4-6, see ED 278 601.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Historical Materials (060)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Classroom Techniques; *Constitutional History; Course Content; Grade 1; Grade 2; Grade 3; *History Instruction; Instructional Materials; Learning Activities; Lesson Plans; Primary Education; Resource Materials; Teaching Guides; Teaching Methods; United States Government (Course); *United States History
IDENTIFIERS *Bill of Rights; *United States Constitution

ABSTRACT

Designed to meet the need for suitable materials for teaching the Constitution and the Bill of Rights to young children, this publication offers model lessons and teaching methods and includes specific classroom activities. In the book's first section, model lessons demonstrating the use of the newspaper to study the Constitution in grades one through three are presented. Step-by-step procedures and questions are included to show how a specific part of the newspaper is used in a lesson. The second section offers sample lessons that take children on a journey, beginning with their present day experience, back to the time when the Constitution was written. Numerous activities are suggested. A wide variety of materials and instructional techniques are illustrated and 11 appendixes containing a summary of the Constitution, a glossary, a bibliography, additional information and various supplementary activities are included. (KWL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

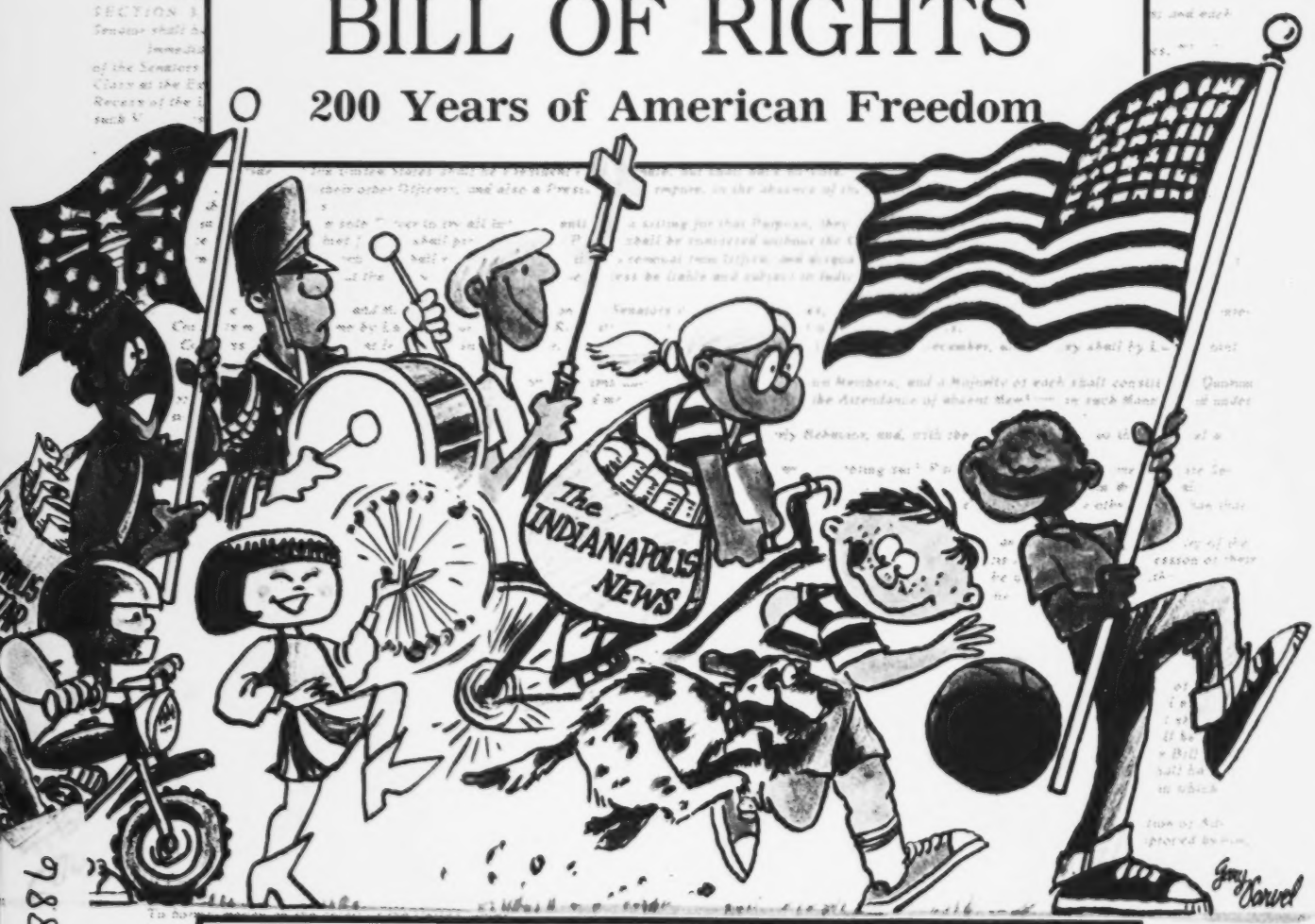
The Constitution

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
James E. Pawloski
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

We the People

A SALUTE TO OUR CONSTITUTION AND THE BILL OF RIGHTS

200 Years of American Freedom



Using the newspaper to discover how the Constitution and Bill of Rights work

Grades 1 - 3

ED280759
SO017886

THE PLEDGE OF ALLEGIANCE

I pledge allegiance
to the Flag
of the
United States of America
and to the Republic
for which it stands,
one Nation under God,
indivisible,
with liberty and justice
for all.

A SALUTE TO OUR CONSTITUTION AND THE BILL OF RIGHTS

200 Years of American Freedom

By
Connie S. Yeaton
and
Karen Trusty Braeckel

IN-LAW RELAT-ED.

NIE
THE INDIANAPOLIS STAR
THE INDIANAPOLIS NEWS

ACKNOWLEDGMENTS

We are grateful for the generous gifts of time and expertise from two valued colleagues who reviewed this material:

John J. Patrick, Professor of Education and Director of the Social Studies Development Center, Indiana University. A nationally recognized authority on the Constitution, Patrick is co-author of Lessons on the Constitution.

Martha S. Zetzl, Director of Academic Programs, College of Education, and formerly Chair of Elementary Education, Butler University.

☆ ☆ ☆

We also appreciate the candid and informed guidance provided by the members of the Teacher Advisory Council for this publication:

Judy Bobb, Avon Upper Elementary School, Avon Community School Corp.

Virginia A. Kingsbury, Christ the King School, Archdiocese of Indianapolis.

Kristine Myers, School #49, Indianapolis Public Schools.

Jayne Thrasher, School #79, Indianapolis Public Schools.

☆ ☆ ☆

Cover Illustration: Gary Varvel
Illustrations: Cheryl Treacy
Design and layout: Anthony Speziale

©1986 Indianapolis Newspapers, Inc.
All rights reserved.

Permission is given to individual teachers to reproduce copies of pages in this booklet for use in their own classrooms.

TABLE OF CONTENTS

Section I

Discovering the Constitution through the Newspaper

News Stories 8

Editorial Pages 11

Advertisements 16

Sports 21

Comics 24

Section II

"Celebrating" the Constitution

What are the rules? 28

Who needs a leader? 32

Who makes the rules? 35

Who enforces the rules? 40

How do citizens choose? 43

Do citizens have rights? 47

Appendixes 54

We the People
of the United States..."

Those words, from the preamble to our Constitution, are a reminder that our forefathers, two hundred years ago, banded together to lay down certain principles of law and government which have been the envy of the modern world.

In the bustle of today's living it is all too easy to forget our heritage and to take for granted the rights and privileges enjoyed by every citizen.

It is more than fitting that our schools and teachers should embark on a serious attempt to remind today's students of the many benefits they and we enjoy.

The United States Constitution with its Bill of Rights for two centuries has provided what the preamble foresaw; to "secure the blessings of liberty to ourselves and our posterity."

If the material provided helps in a better understanding and appreciation of the many blessings and unusual nature of our Constitution, we'll have better citizens and they'll live in a better country.

Eugene S. Pulliam
Publisher
The Indianapolis Star
The Indianapolis News

"Cerebration"

Nationally, there has been an abundance of materials developed on the United States Constitution and the Bill of Rights for secondary education. However, there exists a void in materials for elementary education. With these lessons, Connie Yeaton and Karen Braeckel have filled that void for elementary teachers in Indiana for which they should be commended.

With the upcoming Bicentennials on the United States Constitution and Bill of Rights, it is appropriate to include elementary students in the celebration of those documents and the principles for which they stand. Dr. Mark Cannon, Executive Director of the United States Bicentennial Commission, and Chief Justice Warren Burger prefer to use the word **"cerebration"** rather than **"celebration"** when discussing how the Bicentennials should be observed. The lessons provided by Connie and Karen will allow our younger students to become involved in the "cerebration" and will enable them to better understand these unique and important documents.

I have been involved in citizenship education for over 15 years and, as a result of my observations, can assure elementary teachers that youngsters in our elementary schools can comprehend the text of the lessons. Furthermore, in doing so, they can form a foundation upon which to gain appreciation of their rights and responsibilities as citizens in a free society.

As Chairman of the Governor's Task Force on Citizenship Education, I was pleased to be invited to write an introduction to the lessons prepared by Connie and Karen. I hope that the lessons will become an integral part of the elementary social studies curriculum, and that they will be used by teachers — not only throughout the Bicentennials, but for several years following. Our society cannot afford to enter into an extensive study of these documents for a brief period of time. In order to preserve our democratic society, we must increase the knowledge of future generations in the basic precepts of our democracy. I believe these materials will assist in that endeavor.

Thank you for permitting me to write this introduction. And you, Connie and Karen, for your scholarly work and efforts in providing materials which can be used by our students in understanding the concepts of government created by our founding fathers when they drafted the Constitution and Bill of Rights.

William G. Baker, Esquire
Chairman, Governor's Task Force
on Citizenship Education

FOREWORD

How soon should young children begin to learn about the Constitution of their country? As soon as possible, say many educators. This vital document — once a mere blueprint for a glorious experiment — now influences nearly everything in their young lives. They need to understand it.

It's easy to say that we should teach children about the Constitution from the time they enter school. Figuring out how to do that is the hard part. Having students memorize the Bill of Rights won't work. Describing the balance of powers won't work. Even reading the provisions of its articles aloud can't do much to help youngsters realize what this remarkable instrument really does for them.

Then what are elementary teachers to do? "Adopt the secondary material," they are constantly told. There is a good supply of secondary material available now. But simplifying these lessons takes a lot of what teachers rarely have — time.

Connie Yeaton, Indiana Law-Related Education Coordinator, was sensitive to the needs of the elementary teacher since she had 18 years' experience in that area herself. She was determined to include material for younger students in her preparation for the Bicentennial of the Constitution.

In the course of her planning, she contacted the Newspaper in Education office of The Star and The News. We, too, had been looking ahead to the Bicentennial observance. Knowing how well the newspaper works when you want students to discover practical applications of classroom theory, we knew we could help bring the Constitution to life for today's youngsters. And we had a new staffer, Karen Braeckel, who was anxious to tackle the challenge.

The partnership was a natural. With the help of an enthusiastic and candid Advisory Committee, Connie and Karen came up with so many ideas that it took two books to hold them. Thus there will be two versions of "*A Salute to Our Constitution and the Bill of Rights: 200 Years of American Freedom*" — this one for primary grades, and a companion for students in grades 4-6.

Preparing young citizens for their role in our society is noble work. We are proud to be the partner of Indiana Law-Related Education in this endeavor.

Ann W. Ely
Coordinator
Newspaper in Education
The Indianapolis Star
The Indianapolis News

Section I

Discovering the Constitution through the Newspaper

This section consists of a set of model lessons demonstrating the use of various parts of the newspaper to study the Constitution. Activities are suitable for students in grades one to three. They include techniques and sample articles to show how you can use current affairs to make this great document of the 18th century relevant to 20th-century students.

Each lesson is based on a specific part of the paper. It is outlined in a step-by-step procedure, and includes a sample newspaper item to show how it works. All questions are generic, so that you can use them with current newspaper articles. Following each question is a specific answer based on the sample item. After reading these, you should be able to locate and classify usable newspaper material on your own.

You need not teach these lessons in the order given. Nor do you have to cover all of them. Rather, page through your newspaper to find a Constitution-related article or picture you'd like to use with your class. (It could be a news or sports story, comic strip, ad, or editorial.) Then find and follow the lesson that demonstrates the use of that particular type of newspaper item.

Several of these lessons suggest the use of the DECISION T. This is a device to help children test possible solutions to problems and become better problem-solvers. This activity sheet is found in Appendix B on page 58 and the poster is folded inside the back cover.

We encourage you to use your local newspaper frequently while studying the Constitution. There is always such a wealth of material that these lessons on a two-hundred-year-old document can be as current as today!

News Stories

Although news stories are too difficult for most primary students to read, they contain interesting current affairs that will make the Constitution come alive for our young people. Take the time to paraphrase these articles and keep your class informed. Our law becomes meaningful when we discuss actual happenings with children. Watch them smile when they realize you're really going to read the newspaper to them!

MATERIALS

One newspaper for the teacher

DECISION T for chalkboard (folded in the back of booklet)

DECISION T activity sheets (for older primary students) in Appendix B on page 59.

"I AGREE" and "I DISAGREE" sheets for each student found in Appendix C on pages 60 and 61.

OBJECTIVES

Students will be able to:

1. List good and bad points about the suggested solution to the problem stated in the news story read to them.
2. Decide if they agree or disagree with the solution by using their response cards.

VOCABULARY

rule **disagree**
agree
news story
decision

COURT UPHOLDS DRESS CODES — The Supreme Court, giving the armed services sweeping authority to enforce dress codes even when religious freedom is at stake, ruled Tuesday that the Air Force may ban the wearing of Jewish yarmulkes by military personnel in uniform.

The court ruled, 5-4, against Simcha Goldman, a former Air Force captain and Orthodox Jewish rabbi who said his constitutional rights were violated when he was ordered to remove his yarmulke, the traditional skullcap.

The military must be given a free hand in setting dress codes to "foster instinctive obedience, unity, commitment and esprit de corps," the court said.

PROCEDURE

(The questions asked in this model lesson are generic. They may be asked about any news story. Answers and statements in blue are geared specifically toward the accompanying sample article, "Court Upholds Dress Codes," found on Page 6 of this booklet.)

1. Read a news story to your students, changing any words which might be too difficult for them.
2. Ask: "What problem were the people in this news story facing?"

   (A Jewish rabbi wanted to wear a skullcap. Jewish men have worn them for many, many years. The Supreme Court said men in the Air Force could not wear the cap at the same time they wear their uniforms.)

3. Ask: "Why do you think they decided to make this **rule**?"

   (Because they wanted everyone to look alike and feel like part of the group.)
   (A rule is a direction to do or not to do something.)

4. Say: "Let's see if we think this is a good rule?"
5. Place the **DECISION T** on the chalkboard.

Airport crime bill proposed

By H. JOSEF HEBERT
The Associated Press

WASHINGTON — The Reagan administration proposed legislation Wednesday that would make it a federal crime to enter restricted areas of an airport without authority and require background checks on employees given access to such areas.

The legislation calls for up to a $1,000 fine and a year in prison for any unauthorized person found in a restricted area of an airport.

The penalty would increase to $10,000 and up to 10 years in prison if the entry is made with the intention of committing a felony.

"For the first time this legislation would make it a federal crime to enter airports secured areas without authority," said Transportation Secretary Elizabeth Dole.

Such a law also would give the Justice Department the authority to conduct investigations of airline, airport and other employees when their duties require them access to secured areas of airports, officials said.

The Federal Aviation Administration last year required airports and airlines to make background checks on new employees who are given access to secure areas of an airport, but that regulation does not apply to current employees.

The proposed law would require background investigations of all employees who are given access to secured airport areas.

Recently the U.S. Customs Service also published interim rules requiring checks on employment histories and references of all airport employees hired after Nov. 1, 1984.

The proposed legislation goes a step further because it would allow airlines and airport officials to obtain checks of criminal records of prospective employees from the Federal Bureau of Investigation, according to Transportation Department officials.

Security at airports has been the subject of major concern since the hijacking of a Trans World Airlines jet at the Athens, Greece, airport last summer.

Investigators have speculated that while the hijacker boarded the TWA jet at Athens, they may have smuggled their weapons aboard the jetliner with the help of airport employees or ground crew workers.

6. Say: "We're going to make a list of all the good things and bad things we can think of about this rule. Then we will decide if we agree or disagree."

7. Ask students to give you their ideas. Record these under the top bar of the T on the happy or sad frog side. Older primary students may record on copies of the activity sheets provided in the appendix.

8. Say: "Let's see if we can think of a problem we might face that is similar to this one. Does anyone have an idea?"

9. Say: "Now that we've had time to discuss this, we must make a **decision**. It is important to vote the way you think is best in any situation. It is not necessary that you vote like everyone else. Do you **agree** or **disagree** with the rule? Hold up your happy frog card if you agree.

"If you disagree, hold up your sad frog now."

10. Record the totals. Compare the results and ask a student to state which way the majority of the class voted.

11. Depending on the maturity level of your class, you may want to tell them something about the role of the Constitution in the story.

EXTENSION ACTIVITIES

☆ Draw a picture about the news story. Show some of the characters.

☆ Read a news or feature story about a related topic.

☆ Make a list of rules for an event that is coming soon.

☆ Find local, state, national and world news stories. See if people in other places have the same needs for leaders and rules as we do.

☆ Read a children's book about rules. Suggested literature may be found in the bibliography of this booklet.

Editorial Pages

As Americans, we value our right of free expression. Young students know they are allowed to give their opinions in the classroom. They may not know about freedom of the press. Editorials, letters to the editor, and editorial cartoons are statements of opinion that primary children should examine. Make use of topics that interest them. Get them involved in today's issues and develop better minds in tomorrow's adults!

MATERIALS

Editorial of interest to primary students

"We Are Free to Choose" Activity Sheet

Crayons

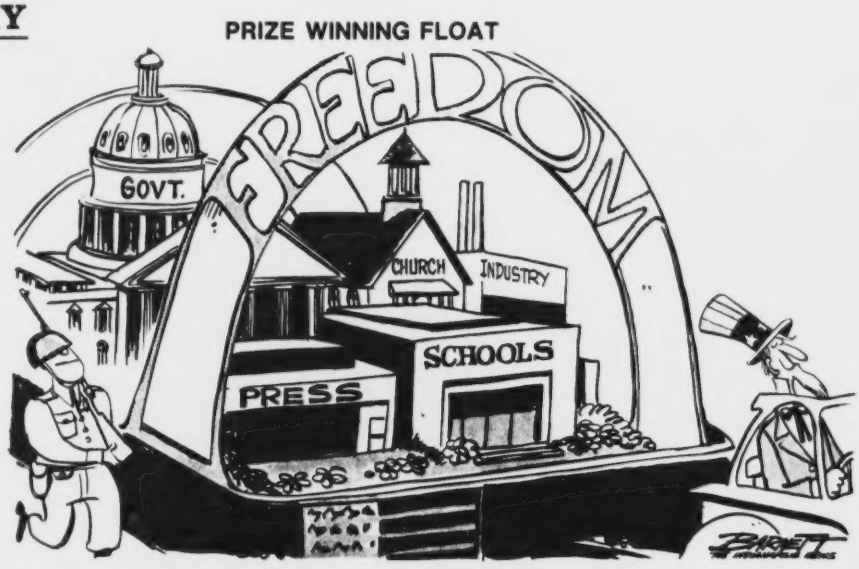
OBJECTIVES

Students will be able to:

1. Identify the issue discussed in the editorial, editorial cartoon, or letter to the editor.
2. State the choices available.
3. Color pictures showing things we are free to do.

VOCABULARY

editorials
opinion
cartoons
editor



PROCEDURE

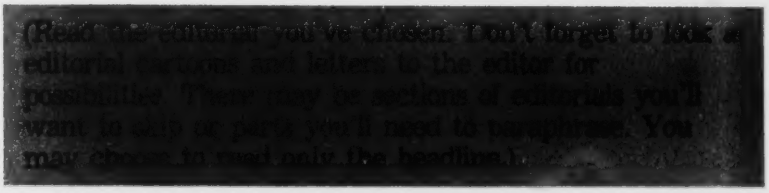
1. Ask: "How many of you are allowed to vote in family decisions about where to go on vacation, what TV show to watch, what to have for dessert, and other things your family may do together? Do we have times in our classroom when you are asked to give your **opinion** or vote on things?"

2. Explain: "Yes! We all have times we are asked what we think about something and we know it's okay to give an answer. Sometimes people feel very strongly about something and they want lots of people to know what they think.

"In our country, we have ways to let our opinions be known. Our newspapers have special sections where opinions are printed. Sometimes these are the thoughts of people who work at the newspaper. These are called **editorials**. Other times people write **letters to the editor** of the paper and tell their feelings about different things. The newspaper prints some of these every day. Artists can draw **cartoons** to show what they think.

"Our laws allow newspapers to print what people in our country think. In some countries, the government runs the newspaper. No one's opinion can be given except the government's. The people don't always get to know what is happening in the world or their own country. The newspaper isn't allowed to print some news stories — only those the government wants people to know. How do you feel about this?"

3. Say: "I'm going to read an editor's opinion about something you have heard of. Listen very carefully."



4. Ask: "What is the editor talking about in this editorial?"

5. Ask: "How do you think the editor feels about this?"

(The editor doesn't think the Secretary of Health wants people to smoke. He thinks the Secretary wants people to be able to choose whether or not to smoke.)

6. Discuss the issue.

(Do you think it's okay to advertise cigarettes? Do you think people should be able to smoke if they want to? Why are so many people opposed to smoking?)

7. Look at the other side of the issue.

Ask: "What do you think other people might say if they don't agree with this editorial?"

(They might say no cigarette ads should be allowed. Some might even say cigarettes should not be made in this country. People might not be happy that the Secretary of Health isn't fighting to stop cigarette ads. They may think he's not doing his job.)

8. Ask: "Are you happy we have the right to choose for ourselves in this country?"

9. Ask: "What can people do if they don't agree with an editorial in the paper?"

(Write a letter to the editor. Some of these are published every day.)

Freedom To Smoke

The American Medical Association's call for a complete ban of cigarette advertising is not supported by Secretary of Health and Human Services Otis R. Bowen.

Speaking in Indianapolis, the former Indiana governor said that although "circumstantial evidence" suggests that such ads promote smoking among youth, the link hasn't been fully established.

He added that he supports "freedom of the individual to do what he wants to do" in this area, provided the government does its job of warning the public of tobacco's harmful effects. *That* it intensely does.

"Surgeon General Warning: Smoking Causes Lung Cancer, Heart Disease, Emphysema and May Complicate Pregnancy" is just one of several warnings the government makes manufacturers print on cigarette packages.

Some manufacturers say they don't believe there is a causal relationship between smoking and those diseases. Of course they have a vested interest in saying that. Still, there are doctors who agree with them.

Most doctors, however, seem to agree that the current surgeon general *is* right. Bowen is a medical doctor. He's not endorsing smoking. He's endorsing freedom of choice and common sense.

10. Say: "Our laws say that the press is free to print what it wants as long as it is true and responsible. This is a right we have as American Citizens."

11. Hand out the activity sheet "We Are Free To Choose." Instruct students to color the pictures of things we are free to do in our country.

EXTENSION ACTIVITIES

☆ Think of things not pictured on the activity sheet that we are free to choose to do. Draw pictures of these for the bulletin board.

☆ Write a short editorial on something about which you feel strongly and want to share your opinions with others.

☆ Find pictures of various foods in your newspaper. Paste these on a large piece of paper. Draw a happy face next to those things you would choose to eat; put a sad face next to those items you would not choose to eat.

☆ Find pictures in the newspaper of people participating in activities you would never choose to do. Paste these on a sheet of paper that you have labeled "Their Choice!" Do a second sheet called "My Choice" with pictures of things you like to do.

Even the very young can be published on the editorial pages!

Comics mistake

To the Editor of The News:

My son Cory, age 6, is an avid reader of your comics page. To prevent the paper from being strung out over the floor in a search for the comics, I have taught him to use the "In The News" directory printed on the front page. I am sending his letter (see below) related to a "comic problem" in your Aug. 26 edition of The News.

DIRK SHAW
Indianapolis

What happened?

To the Editor of The News:

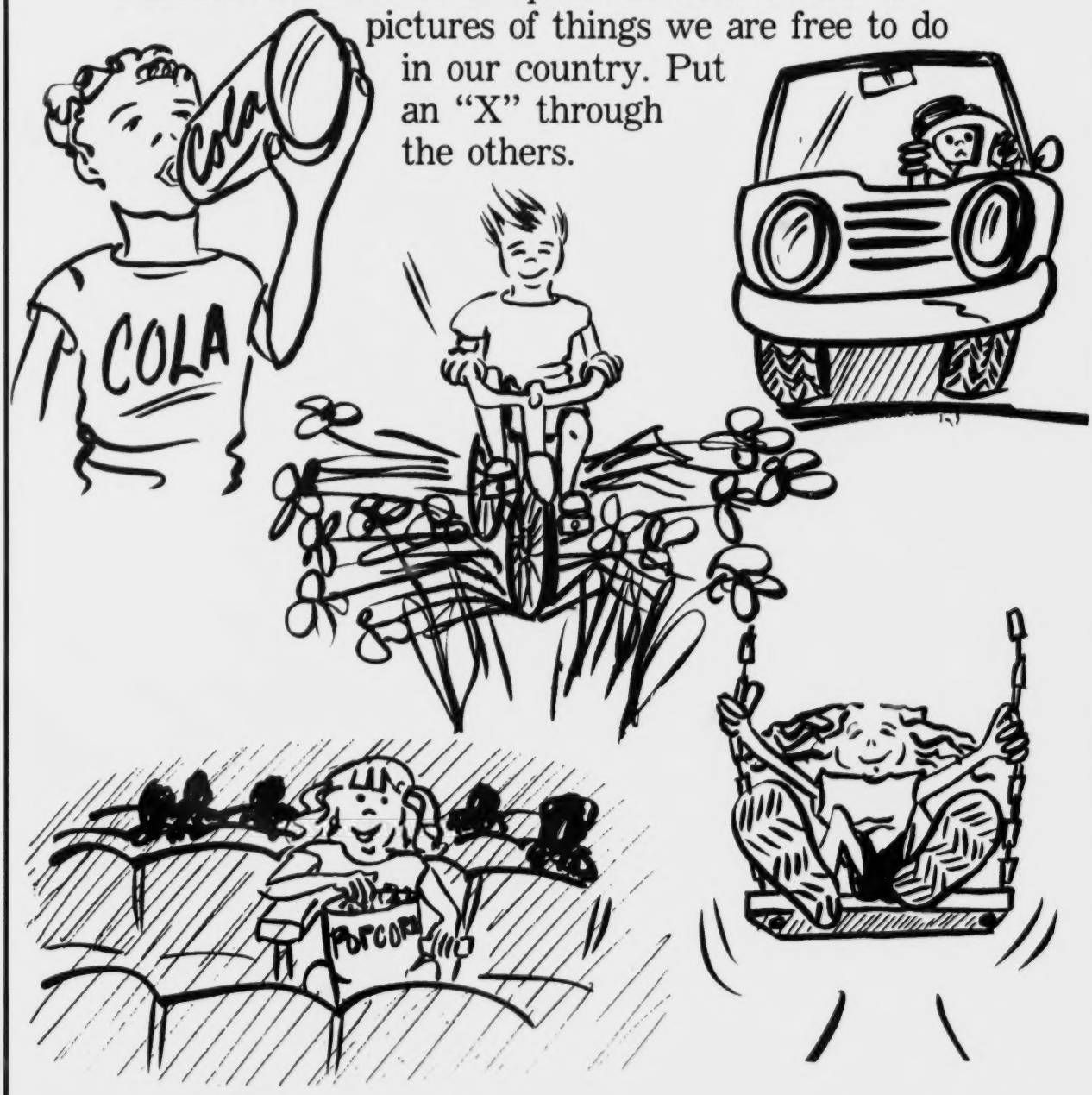
Today, I was looking for the comics and the paper said "Comics . . .11." So I looked for the comics on page 11, and it wasn't the comics. So I looked and looked, and I found them on Page 23. What happened?

CORY SHAW
Indianapolis
(Someone goofed!-Ed.)

Name _____

WE ARE FREE TO CHOOSE

Directions: Look at the pictures below. Color the pictures of things we are free to do in our country. Put an "X" through the others.



IN-LAW RELAT-ED.
A Marriage of Law & Education in Indiana

NIE
THE INDIANAPOLIS STAR
THE INDIANAPOLIS NEWS

Advertisements

Display and classified ads are naturals for illustrating our rights as citizens. Use advertising to help children understand these concepts. We enjoy the freedom of choice. Our property may not be taken away from us unfairly.

You can also find ads that are directly related to the Constitution. Examples of these are shown in this booklet.

MATERIALS

One newspaper for each pair of children

"Things I Must Have" worksheet

"Things I'd Like to Have" worksheet

OBJECTIVES

Students will be able to:

1. Look at classified and display ads and find words and pictures of items necessary for their survival.
2. Find other items in ads they would like to have.
3. Create an ad for the Constitution.

VOCABULARY

Constitution **celebrating**

PROCEDURE

(Answers and comments for this lesson are found in blue.)

1. Group students in pairs. Give each pair a newspaper.

   (You may want to staple the folded edge of each section together for easy handling.)

2. Hand out the worksheets "Things I Must Have" and "Things I'd Like to Have." Each student in the pair will be responsible for one of the sheets.

3. Say: "On the sheets you have received, you are going to place pictures and words of things you see in newspaper ads. Each pair of you has two sheets. Each person is to take one paper now. Look through the newspaper together. Your decisions are to be made together. You will be looking for things you think you must have to survive. Can you name some?"

   (Food, water, shelter)

   "You will also try to find things you'd like to have. What are some?"

   (TV, stereo, skateboard)

   "When you locate pictures or words of items in newspaper ads, draw circles around them. Cut out what you have circled and glue it on the correct sheet.

   "Let's be sure you know which sheet is your responsibility. If your paper says 'Things I Must Have' at the top, please hold it up."

   (Circulate and check papers.)

   "If yours is the 'Things I'd Like to Have' paper, please hold it up now."

BEST COPY AVAILABLE

4. Give students plenty of time to browse through the paper and collect their items.
5. Ask students to share their sheets. They can give one item at a time until all responses have been covered.

(Each sheet should be done separately. You may want to make a list on the chalkboard.)

6. Say: "We can see that we have many choices of things to buy in our country. We are very lucky that we can buy what we want. Some things are very necessary. Others may be dreams.

"Our country has laws which protect our belongings. The government can't take them away unfairly. Not all countries have laws like this.

"We have a set of laws for our government. It is called the **Constitution**. We are **celebrating** its 200th birthday."

7. Instruct students to create an ad for the Constitution.

Say: "Your ad could show people celebrating the birthday of the Constitution. Happy people could be in the picture. You could have words with fancy letters. You could even cut out words or letters from newspaper ads and glue them on your paper. Does anyone have another idea for their ad?"

(You may want to brainstorm. See Extension activities below.)

8. Display the finished products during your Constitution study.

EXTENSION ACTIVITIES

☆ Find ads that have constitutional topics in them. (The presidential sale ad is an example.)

☆ List rights we have as American citizens. Make posters about these.

☆ Cut large letters from display ads to spell the word **Constitution.** Glue the letters on a sheet of construction paper. Use these to decorate your room.

BRAINSTORMING

Brainstorming is a very useful classroom strategy because all students, regardless of level of academic achievement, can participate equally. It is nonthreatening because no evaluation is allowed, and it does not require prior preparation. In addition, a significant amount of information can be gathered quickly.

Rules of Brainstorming

1. Say anything that comes to mind. Call out ideas (no hands).
2. Piggybacking on the ideas of others is good.
3. Don't evaluate or criticize what others say.
4. When you can't think of anything else, wait a minute and try again.

Possible topics which could be brainstormed include:

☆ Laws that affect your life

☆ Family rules

☆ School rules

☆ Need for laws

NAME _____

Things I Must Have

Directions: Find pictures or words in the newspaper of items you must have in order to live. Circle these with a crayon. Cut around the line and glue them on this paper.

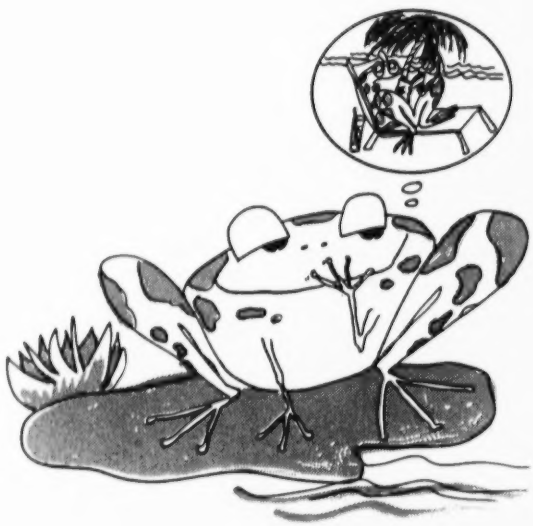
IN-LAW RELAT-ED.
A Marriage of Law & Education in Indiana

NIE
THE INDIANAPOLIS STAR
THE INDIANAPOLIS NEWS

NAME _____

Things I'd Like to Have

Directions: Find pictures or words in the newspaper of items you'd like to have. Circle these with a crayon. Cut around the line and glue them on this paper.



IN-LAW RELAT-ED.
A Marriage of Law & Education in Indiana

NIE
THE INDIANAPOLIS STAR
THE INDIANAPOLIS NEWS

Sports

The Sports section is an excellent place to study leaders and rules. Young students understand the need for regulations in games. They also know that most teams have coaches and captains who provide good leadership.

Use pictures and stories from Sports to develop the concept of the need for good leadership. This is a natural lead-in to a discussion of the laws that determine how our leaders are chosen.

MATERIALS

Pictures, headlines or stories of coaches or captains found in the Sport section

Old newspapers

Construction paper

Crayons

DECISION T for the board (folded in the back of booklet)

"I AGREE" and "I DISAGREE" sheet for each student on pages 60 and 61.

OBJECTIVES

Students will be able to:

1. Explain the role of coaches, captains or outstanding sports figures after looking at their pictures taken from the sports pages.
2. Decide if we need leaders in schools, cities, state and country by using the "Decision T."

VOCABULARY

Constitution **decision**

Hogeboom injury slows Colts growth

EDITOR'S NOTE: Rod Dowhower, head coach of the Colts, writes a weekly column during the National Football League season exclusively for The News.

When a team goes 0-2 at the start of the season as the Colts have, there are a lot of questions.

One, because of the unfortunate injury to our quarterback, Gary Hogeboom, involves his worth to our team.

The bottom line on Gary is that he is a tremendous competitor and was improving every time he took a snap from center. He represents a pretty important position and he had a lot of promise. He has a lot of physical ability and was just getting better all the time.

Rod Dowhower

What hurts about his injury, and he'll be out at least 10 weeks, is the development of this team. He's been here every day since we made the trade with Dallas and we've slanted everything on our offense towards him.

It's been a big investment — both on our part and his. The injury to Hogeboom hasn't changed our plans for the future. We fully expect him to come back and to be 100 percent next season. But, with an injury like this, you never know for sure.

Naturally, when something like this happens there are people who ask about past things. Someone also wanted to know if I was sorry now that we had traded Mike Pagel to Cleveland.

Our team has taken a new direction and we don't look back. Everyone thought it was a good move when we did it and I still do.

Sure, we have to go now with two rookie quarterbacks, Jack Trudeau and Blair Kiel. But quarterback isn't the only position on this team which is under development. We have a young defensive end (Jon Hand) and again we have a secondary which is revamped.

At first we had thoughts of looking for a veteran quarterback, but we drafted Jack No. 2 because he has a lot of potential and ability, so we have to give him a chance. Blair already knows the system and all he has to do is to get some practice to become an adequate backup. I feel Kiel is capable of playing. He's a good athlete, accurate thrower and he's very bright.

We didn't keep him originally because it's just impossible to have three quarterbacks under the 45-player limit. The Colts were in favor of increasing the limit to 45 plus a third quarterback, but we lost the vote.

Trudeau has been studying and practicing hard. He's got ability, no question about it. He doesn't have great mobility, but he has enough to move around back there and throw the ball. He just has to get some experience under fire. No matter how much you play in practice, it's different. And, this game is so much different than college football. Up here people are bigger, better, smarter and spend all their time working at what they do.

Obviously, we have to make some

See ● COACH Page 18

BEST COPY AVAILABLE

PROCEDURE

(The questions asked in this model lesson are generic. They may be asked about any sports story. Answers and statements in blue are geared specifically toward the accompanying sample article, "It's I.U., Purdue time again," found on page 23 of this booklet.)

1. Have students look at pictures you have found in the Sports pages. Your collection should include photos of coaches, team captains, or outstanding players considered to be leaders in their sports.
2. Ask students to tell what they know about the people in the pictures.

(Say: "These pictures show Gene Keady, the Purdue basketball coach, and Bobby Knight, the Indiana basketball coach. These men have led their teams to winning seasons. They help the players do a good job when they play basketball.")

3. Say: "Let's see whether or not we need a coach for highly organized games. We'll use the **DECISION T.**" (Attach this to the chalkboard.)
4. Lead students in a discussion of the good and bad points of having a coach.
5. List the statements made by students under the happy or sad frog on the Decision T.

(Coaches help us learn about the game. They teach us the rules. Coaches make us feel bad sometimes when they tell us things we haven't done correctly. We could have more fun if we played the way we wanted.)

6. Say: "Let's see how many people think we need a coach. If you feel we should have one, hold up the 'I AGREE' card now." (Repeat this for those who disagree. Record the total number of votes under each side of the T.)
7. Explain: "Teams need good leaders in order to play well. Coaches explain the fundamentals and how the team should work together. They decide what plays should be used and who should play. Without someone to make these decisions, we might have chaos on the floor or field. Team captains are elected by the team members because of their leadership abilities. They pull the team together and help the players make decisions that are necessary."
8. Introduce the idea that we need leaders in other areas, too.

   Ask: "Can you think of other situations where we need leaders?"

(In school, in clubs, in our town, in companies)

9. Lead students to the concept of leaders in our state and country.

   Ask: "Do you know the names of leaders in our state? Country?"

10. Say: "We need leaders to keep our government running smoothly. Many of our leaders are elected in this country. We have laws that govern our country. These laws make up our **Constitution**. It is older than any other written Constitution in use today. Many countries have had sets of laws, but none have lasted as long as ours. We are very proud of them. We are celebrating the two-hundredth birthday of the Constitution. I bet none of you know anyone who has lived that long."

11. Tell students to scan the newspaper for pictures of leaders of our country. Have them use crayons to draw large circles around the pictures and cut them out. Put these on sheets of construction paper. When they are all collected, make a scrapbook by punching holes through the paper and tying them together with yarn.

EXTENSION ACTIVITIES

☆ The same lesson can be taught to discover the need for rules. Children understand that games are difficult to play without rules. Use pictures from the Sports pages to begin the discussion. Follow the procedure above substituting the word **rules** or **leaders.**

☆ Have students make a list of leaders of organizations with which they are familiar.
(Scouts, bands, clubs, schools, etc.)

☆ Discuss the qualities leaders should possess.

Gene Keady

Far more than pride at stake

It's I.U., Purdue time again

By BILL BENNER
STAR STAFF WRITER

West Lafayette, Ind. — A flash-flood watch has been issued because of the anticipated overflow of adrenalin.

Firemen have been put on standby in case the competitive fires burn out of control.

Seats near the benches will be rated "R" because of the anticipated profanity.

And all guns — excluding, of course, Steve Alford and Troy Lewis — will be checked at the door.

It could all mean only one thing — a Purdue-Indiana basketball game.

And that's what we've got in Mackey Arena this afternoon (4 p.m., Channel 4, WIBC-AM, WGAG-FM), where the Hoosiers and Boilermakers hook up for their Big Ten return match.

There are two teams, naturally, which don't need to look for reasons to be ready to play. The rivalry — 85 years and 148 games in the making — is quite enough all by itself.

But again, I.U.'s Bob Knight and Purdue's Gene Keady have maneuvered their teams into position at or near the top of the pack as the Big Ten race turns the corner and heads for home — and today's outcome has championship implications in addition to the usual ones.

The Hoosiers, winners of five straight and 10 of their last 11, enter with a 10-3 league record, a half-game in front of 10-4 Michigan. Purdue, triumphant in its last four outings, is tied for third with Michigan State at 9-5.

Which means the gym shoe is on the other foot, or feet, that it was a month ago when Indiana and Purdue met in Bloomington. There, the Hoosiers escaped with a 71-70 overtime victory and knocked the Boilermakers out of first place in the Big Ten.

This is a time in the schedule — the third of three straight road games — during which everyone thought the Hoosiers would be staggering. Instead, they just seem to be hitting full stride, having nailed Ohio State, 84-75, last Sunday, then coming back to win at Illinois Thursday night, 61-60.

Those two road wins improved I.U.'s record to a league-best 5-1 away from home.

But they'll be going into what many opponents believe to be the most difficult arena in the Big Ten. The Boilermakers are 12-1 in wacky Mackey, 6-1 in league play with the only defeat a one-pointer to Michigan.

Indiana's surge to the top of the conference standings after opening with two losses in Assembly Hall has caught many in the Big Ten by surprise, but not Keady.

"Indiana's really improved its defensive skills and they're doing a better job stopping people now," he says. "(Rick) Calloway and (Andre) Harris have got involved in their offense and when they play like they have, combined with (Steve) Alford shooting the ball, about anybody in the country is in trouble. You better have some people playing better than them if you're going to win against those guys."

Alford, averaging 23 points per game, leads Hoosier scorers and is second in the Big Ten. Calloway is averaging 14.6 and shooting .557, center Daryl Thomas is at 15.1 and shooting .562. Harris, after a slump, has responded the last two games with 22 points, 18 rebounds and six blocked shots.

The hottest Boilermaker has been leading scorer (18.8 ppg) Troy Lewis, who has gone for 29, 20 and 20 in his last three games. Lewis will be looking to avenge a 4-for-14 shooting effort against I.U. in the first game. Forward Todd Mitchell is averaging 15.4 points and 7.3 rebounds. He tops the Big Ten in free throw percentage at .92 percent.

See PURDUE, Page 5

Big Ten standings

	Conference W	L	Pct	All Games W	L	Pct
INDIANA	10	3	.769	19	3	.864
Michigan	10	4	.714	22	4	.846
PURDUE	9	5	.643	19	7	.731
Michigan State	9	5	.643	18	8	.692
Illinois	8	6	.571	18	8	.692
Iowa	6	8	.429	12	12	.500
Ohio State	6	8	.429	12	12	.500
Minnesota	3	12	.200	11	14	.440
Wisconsin	3	12	.200	8	17	.320
Northwestern	1	13	.071	4	21	.160

Bob Knight

Comics

Comic strips are great motivators. They are one of the first parts of a newspaper with which children become familiar. Students don't realize they're working when assigned a project on this page. Many examples of social behavior are illustrated here.

MATERIALS

Comics from the newspaper

OBJECTIVES

Students will be able to:

1. Listen while the teacher reads a selected comic strip.
2. State in their own words the situation that shows a need for rules.
3. Draw a picture showing the need for a rule.

VOCABULARY

panel **comic strip**
Constitution

THE FAMILY CIRCUS®

By Bil Keane

"When presidents die they make pennies, dimes and quarters out of them."

PROCEDURE

(The questions asked in this model lesson are generic. They may be asked about any comic strip. Answers and statements in blue are geared specifically toward the accompanying sample comic, "Family Circus", found on page 24 of this booklet.)

1. Select a comic strip that could lead into a discussion of rules.
2. Direct the children to the comics page and the strip you have chosen.
3. Read the comic strip to your class.
4. Ask: "Who can tell us about this (comic strip/panel) in their own words?"

   (A comic strip has several frames. A panel is a single-framed comic.)

   (Sometimes, you're counting how the presidents' faces appear on coins. They think that's what happens when presidents die.)

5. Say: "Aren't comics fun to read? They can give us things to think about, too. Let's look at this one."
6. Begin the discussion of rules.

   (At this point, we are reminded of presidents. Do we have rules that help us decide who will be our presidents? How many presidents? How long can a president serve? What rules are performed in this country? Where can we find the answers to questions like these?)

7. Say: "There are a lot of times that we use rules to help us. Can you think of some?"

   (We need rules to help us answer the questions we asked about our presidents. Our laws give us the answers.)

   "Can you think of other times we need rules?"

   (In school, in games, when we ride bikes, at home)

8. Discuss what would happen if we had no rules.

   Say: "Let's pretend we had no rules to follow. What do you think would happen?

   (People would be hurt by other people. Cars could be driven in any direction down the streets. Stores would be closed because people could take whatever they want.

(Teachers couldn't teach because no one would be quiet. We would have no games because no one would know how to play.)

9. Explain: "You can see our lives would be very confusing if we had no rules. We need rules to make sure we are safe. They help us make things fair for everyone."

10. Have students think of which laws are most important to people.

    Say: "Let's pretend we have moved to a new planet that has no rules. There are _____ (fill in number of students in class) of us and we need to decide what rules we want to make.

    "Let's think about some rules we might need."

    (Brainstorm with class and record ideas on chalkboard. See brainstorming activity in Extension Activities on page 18.)

    "Now let's make a picture showing the rule you consider the most important for our planet. Under the picture, write the rule."

11. After students have had time to draw their pictures, allow them to share their ideas. If time permits, have students vote on the rules they feel are most important. Set a number and ask them to select that many laws for the planet.

12. Introduce the word **Constitution.** Tell students we are celebrating the two-hundredth birthday of this document.

    Say: "The **Constitution** is a set of laws that governs our country. Our Constitution is older than any other written Constitution in use today. Countries have had Constitutions, but they haven't lasted as long as ours. We can be very proud of our set of laws."

EXTENSION ACTIVITIES

☆ Make a pictorial list of classroom rules by having students illustrate the use of the rules.

☆ Make symbols for classroom rules that are similar to road signs. Post these in your room.

☆ Draw comic strips about characters following or not following rules.

Section II

"Celebrating" the Constitution

This section helps teachers introduce the Constitution of the United States to students in grades one to three. The lessons take children on a journey, beginning with their present-day experience, back to the times when the Constitution was written. By first examining today's problems, it is easy for young people to understand the need that existed for a written framework of government.

The lessons are outlined in a step-by-step procedure. Materials needed are listed at the beginning of each plan. Activity sheets to be copied for students appear throughout. The appendixes contain background information. Other resources are available through the NIE lending library.

A mixture of materials and techniques is used throughout the lesson plans. Newspapers, library books and filmstrips are integrated into the theme. Role-playing, games, puzzles and mock hearings actively involve students. Teachers are highly encouraged to use field trips, guest speakers and resource persons as enrichment. After students have participated in these activities, they will appreciate the birthday party for the Constitution that culminates the unit.

What are the rules?

The idea of a Constitution for the United States may be beyond the conceptual ability of young primary students. However, each has experienced rules at home, at school, and in the neighborhood. They will have some understanding of laws that affect driving and other areas of daily life.

Using these as a starting point, students are led through a game, guided discussions and an activity sheet to a more complete understanding of **rule** or **law** and why a need exists. Students are introduced to the idea of a set of rules for the entire country: a Constitution.

MATERIALS

Button

Vocabulary Coloring sheet found on page 31.

OBJECTIVES

Students will be able to:

1. State that rules are necessary for protection and to make things run smoothly.
2. State that a Constitution is a list of rules for a country.

VOCABULARY

rule **law** **Constitution**

PROCEDURE

(Answers and comments for this lesson are found in blue.)

1. Play the "Button Game." Directions are found in Appendix G on page 69.
2. Ask: "Do you have any **rules** at home?

   (A rule is a direction to do or not to do something.)

   "What are they?

   "What are the rules in our classroom?

   "Why do we have them?

   "When Mom or Dad drives the car, do they have rules to follow? Who can name a rule that must be obeyed when driving a car? Why do we have rules for driving?

   "What would happen if there were no rules at home? Do you think it would make everyone happy? Do you think there would be more problems with no rules?

   "Who knows what we call the leader of our country? Does the president of our country have rules to follow?"
3. Write the word **rule** on the board.
4. Ask: "Who knows this word? What does it mean?"
5. Below rule, write **law**.
6. Ask: "Who knows this word? What does it mean? Is it the same as rule?"

   (A law is a rule that a person, state or country must obey.)

NANCY
I will not talk in class
I will not giggle in class
I will not chew gum in class
I will not daydream in class
In fact, you'll probably never have to yell at me again!
So what are you going to do for excitement from now on?
© 1986 United Feature Syndicate, Inc.
JERRY SCOTT

Reprinted with special permission of United Features Syndicate.

7. Below law, write **Constitution.**
8. Ask: "Who can read this big word?"
9. Explain: "This is a big word for a list of rules for the country. It is like our list of classroom rules. All fifty states in our country must obey the **Constitution** just the same as all students in this class must obey the class rules. It is also a list of rules for all people living in the United States to obey."

(All residents of the U.S. are covered by the Constitution.)

"We are talking about the Constitution because it is 200 years old. It is the oldest written Constitution in the world! Happy birthday to the Constitution of the United States!"

10. Hand out the accompanying activity sheet.
11. Say: "Color the word **rule** red. Color the word **constitution** green. Color the word **law** blue. Put 200 candles on the cake. Color the cake. Make it your favorite color."

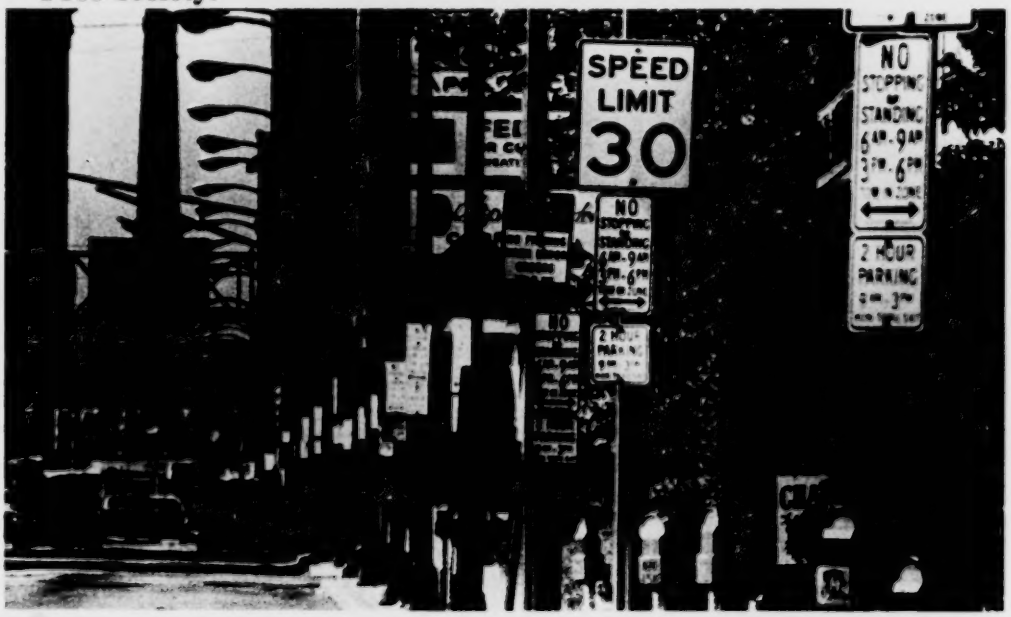
(Extension: Add [illegible] of your state you may want to [illegible] one candle for each 10 years.)

EXTENSION ACTIVITIES

☆ Write a sentence telling what the word **law** means to you.

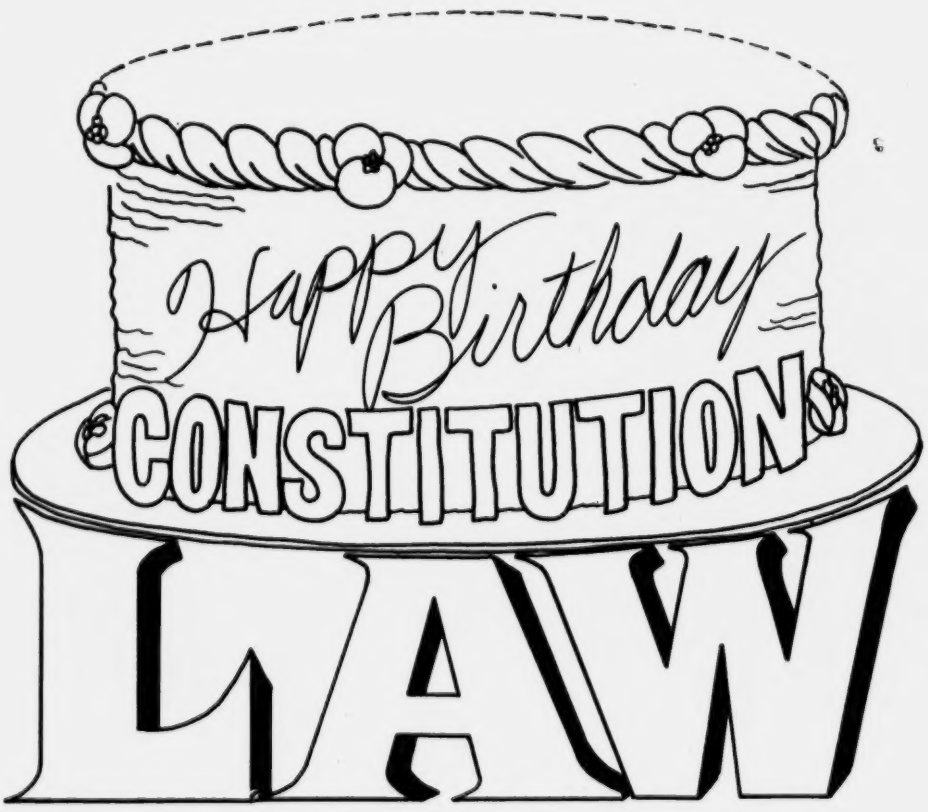
☆ Write two or three sentences about why rules are needed.

☆ Show *"Zeef to Zerbon,"* filmstrip 1 from Level I, Authority kit, **Law in a Free Society.**



NAME _____

RULE



LAW

IN-LAW RELAT-ED.
A Marriage of Law & Education in Indiana

NIE
THE INDIANAPOLIS STAR
THE INDIANAPOLIS NEWS

Who needs a leader?

A leader is needed to see that rules are followed, jobs completed, and people treated fairly. There are many leaders in a student's life: parents, teachers, principals, ministers, club leaders, scout leaders, coaches and others. Each leader has responsibilities to perform.

The president of the United States has the responsibility of being the leader of the citizens of our country.

MATERIALS

Drawing paper, pencils, crayons

OBJECTIVES

Students will be able to:

1. Illustrate roles that leaders play.
2. Recognize the name and picture of the president of the United States.

VOCABULARY

leader **president** **country**

PROCEDURE

(Answers and comments for this lesson are found in blue.)

1. Read and discuss "The Art Project."

THE ART PROJECT

Mr. Van Gogh decided to try special projects in his art class. The class was divided into four groups. Each group worked in a corner of the room. However, it was too crowded. Group four was sent to the empty room across the hall so they would have enough room to spread out the large pieces of paper being used for the project.

Mr. Van Gogh told Group Four that they would have to be on their own since he needed to stay in the art room to help the other three groups. Group Four promised to do the work without causing problems.

As Group Four began working on the art project, Jack and Karin became angry because Larry and Susan wanted to do all the drawing. Jason and Lisa found some games in the closet and decided to play rather than work on the project. During the argument, Karin accidentally tipped over the tray of watercolors and spilled them on the floor. She said it was Jason's fault since he got in her way. Everyone joined in the argument. No one worked.

The teacher stepped in the door at the end of the class to ask for the project.

2. Ask: "What problems were mentioned in the story?"

(The room was too crowded and one group was sent to work across the hall.)

"What do you think the teacher will say to group four?"

(Answers will vary.)

"What could the teacher do to keep these problems from happening if the class needs to work on projects again?"

(Answers will vary.)

"Would it help to have someone in charge?"

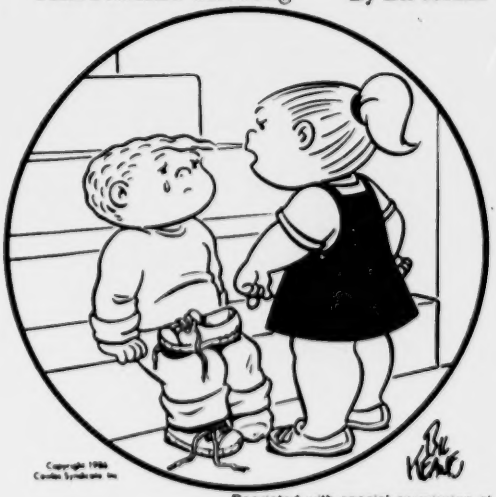
(Yes.)

"What is a **leader**?"

(A leader is someone who guides other people.)

"Can you name some leaders?"

THE FAMILY CIRCUS© By Bil Keane



Reprinted with special permission of King Features Syndicate, Inc.

"You'll never grow up to be President 'cause people won't vote for somebody who can't tie his shoelaces."

3. Say: "Draw a picture of someone you think is a leader. It can be someone at home, at school, at church, in the city, or even the leader of a **country**. Be sure to draw people with the **leader.** Show what the group is doing. Be ready to tell the class the name of the leader, what the leader is doing and what the group is doing in the picture."

4. Allow time for students to complete pictures.

5. Say: "As I call your name, please show the class your picture. Tell us the name of the leader. Tell us what the leader is doing in the picture."

6. After students have shared their pictures, ask:

   "What would happen if there were no leaders?"

7. Explain: "The United States did not have a leader when it was just a new country. Each state made its own money and its own rules. States did not work together.

   "Can you imagine what our room would be like if each of you had a different set of rules? There would be a lot of fights. If there were no leader, who would see that people were being treated fairly?

   "A group of men from 12 states decided that a leader was needed."

   (Rhode Island refused to send a delegate to the Constitutional Convention.)

   "There were only 13 states when our country was born.

   "They did not want someone who could make all the rules. They did not want a king. They wanted to be able to choose the leader. They wanted a new leader every four years. The men decided to call the leader a **president.**

   "The president would not make the rules or laws. He could give ideas to another group of men who would write the laws.

   "Does anyone know the name of the very first president? What is the name of our president today? Does anyone know the names of other presidents?"

8. Say: "Cut out a picture of the president. If you can't find the president's picture, cut out the name of the president. Bring your pictures and words to class for sharing."

EXTENSION ACTIVITIES

☆ Complete the sentence, "If I were president, I would . . ."

☆ Read *"Shiver, Gobble and Snore"* by Marie Winn (Simon and Shuster, 1972) to the class.

☆ Show *"Zeef to Zerbon"* filmstrip 2, Level I, Authority kit, **Law in a Free Society.**

Who makes the rules?

In order for rules to be fair, they should be made by more than one person. In a family, the parents usually make the rules. Sometimes children are allowed to be part of the rule-making process.

In the classroom, the teacher often makes the rules with the approval of the principal. Some classrooms allow students to participate in the rule-making.

This lesson leads to an explanation that the country's rules or laws are also made by a group. The term **Congress** is introduced along with the concept of choosing leaders by vote.

MATERIALS

1. *"Yertle the Turtle"* by Dr. Seuss (Random House, 1958)
2. Copies of worksheets "Who Should Make the Rules?" found on page 38
3. Old newspapers
4. Glue
5. Worksheet "Find the Letters" found on page 39

OBJECTIVES

Students will be able to:

1. State that rules made by a group are usually fairer than those made by only one.
2. Recognize the word Congress and tell that it is the lawmaking group for the country.
3. Practice voting for leaders by selecting class helpers.

VOCABULARY

Congress **voting**

PROCEDURE

(Answers and comments for this lesson are found in blue.)

1. Read *"Yertle the Turtle"* to your class.
2. Ask: "Who was the leader or king in the story?

   "Who made all the rules in the kingdom?

   "What was wrong with the king making all the rules? Was he being fair?

   "How did the story end?"
3. Hand out worksheet, "Who Should Make the Rules?"
4. Say: "Mrs. Day needed new rules for her classroom. She wanted to be fair. Help Mrs. Day decide who should make the classroom rules. Make a happy face beside each person you think should help make the new rules."
5. Have students share answers with the class, explaining why each person was or was not selected.
6. Ask: "Is it better for one person to make all the rules, or for a group of people to make the rules? Why?"

FRANK and ERNEST — By Bob Thaves

Reprinted with special permission of Newspaper Enterprise Association.

7. Explain: "Just as a group of people help to make the rules more fair in our family or classroom, a group of people also help to make the rules for our country. We have a special name for the group. It is called the **Congress of the United States.**

   "A few people from each state make the rules or laws for all the people just as a few people make the rules for all the students in the classroom. People choose these leaders in each state by **voting.**"

8. Practice the process of voting by selecting a leader to help you with an activity such as distributing papers, erasing chalkboards, or taking memos to the office.
9. Hand out worksheet "Find the Letters."

   Say: "Cut letters for **Congress** and **vote** from old newspapers and glue them to the worksheet."

EXTENSION ACTIVITIES

☆ Divide the class into 5 groups. Have each group make one rule for the room. Instruct them that the rule must be fair to all and possible to follow. Write the rules on the board.

NAME _____

WHO SHOULD MAKE THE RULES?

Directions: Make a happy face ☺ beside each person you think should help make the new rules for Mrs. Day's class.

_____ 1. Dr. Jones, the doctor

_____ 2. Mrs. Day, the teacher

_____ 3. Pete, the janitor

_____ 4. Mr. Davis, the principal

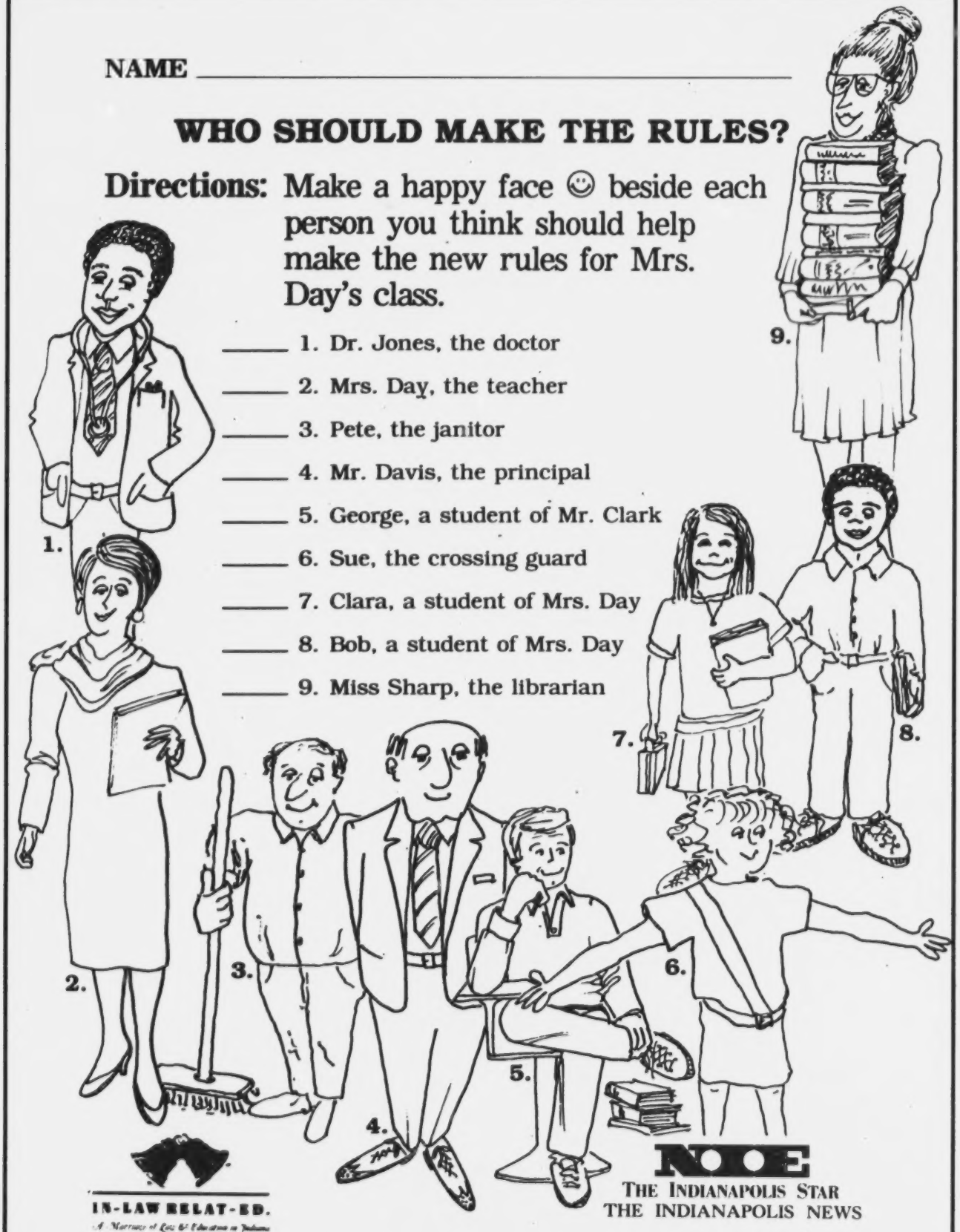
_____ 5. George, a student of Mr. Clark

_____ 6. Sue, the crossing guard

_____ 7. Clara, a student of Mrs. Day

_____ 8. Bob, a student of Mrs. Day

_____ 9. Miss Sharp, the librarian



IN-LAW RELAT-ED.

NIE
THE INDIANAPOLIS STAR
THE INDIANAPOLIS NEWS

Name _____

FIND THE LETTERS

Directions: Cut letters for **CONGRESS** and **VOTE** from old newspapers and glue them to the worksheet.

IN-LAW RELAT-ED.
A Marriage of Law & Education in Indiana

NIE
THE INDIANAPOLIS STAR
THE INDIANAPOLIS NEWS

Who enforces the rules?

For rules to mean anything, they must be enforced by someone or a group. The Supreme Court is the highest decision-making body in the United States. Its purpose is to interpret the Constitution and make decisions based on the interpretations.

This lesson starts with a humorous story of what can happen when the authority figure is not present. The students identify school personnel in positions of authority and explore consequences of no authority. The lesson concludes with a brief explanation of the justice branch of government.

MATERIALS

"The Cat in the Hat" by Dr. Seuss (Random House, 1957)

Material for drawing — paper, pencils, crayons

OBJECTIVES

Students will be able to:

1. Pictorially represent someone in authority enforcing rules.
2. Tell what would happen if the authority figure did not enforce the rules.

VOCABULARY

Supreme Court **justices** **judge** **court** **policeman** **lawyer** **Senate**

PROCEDURE

(Answers and comments for this lesson are found in blue.)

1. Read *"The Cat in the Hat."* After reading, discuss the following questions:

   "Who was 'in charge' or the leader in the house?

   "Was there anyone at home to see that rules were followed?

   "Why were the two children afraid of their mother's coming home?

   "Can a family have a happy home if no one sees that jobs are completed and rules are followed?"

2. Say: "Draw a picture of one person who helps to see that rules are followed and jobs are completed. Be sure to show the person doing something so we can guess the person's name."

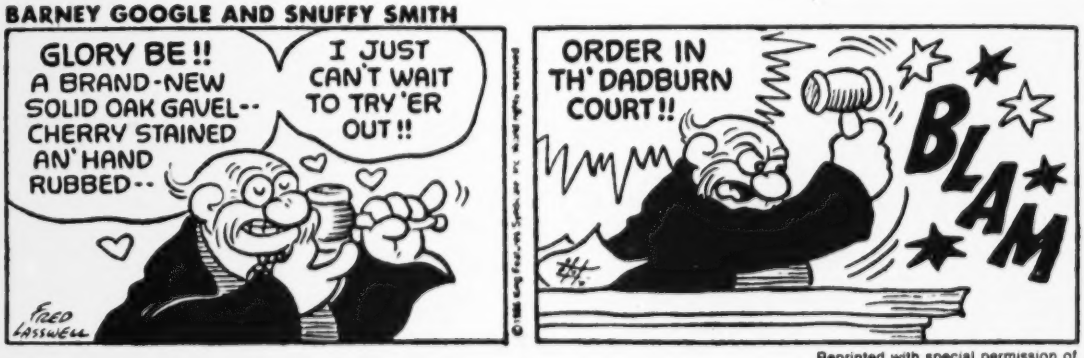
3. Say: "When I call your name, please stand and show your picture to the class. We will try to guess the person's name."

   After showing the picture and guessing the name, ask:

   "What would happen if this person didn't do his/her job?

   "What would happen if this person wasn't being fair?

   "What happens if people don't follow the rules?"


BARNEY GOOGLE AND SNUFFY SMITH
GLORY BE!! A BRAND-NEW SOLID OAK GAVEL-- CHERRY STAINED AN' HAND RUBBED--
I JUST CAN'T WAIT TO TRY 'ER OUT!!
FRED LASSWELL
ORDER IN TH' DADBURN COURT!!
BLAM

Reprinted with special permission of King Features Syndicate, Inc.

4. Explain: "In our town or community, we have special people to see that rules or laws are obeyed. The **policeman** watches out for the safety of the citizens just as the teacher watches for the safety of the students. A **lawyer** is a person who tries to make sure that each person is treated fairly. A **judge** is like the referee at a basketball game or an umpire at a baseball game. The judge listens to each lawyer explain the problem and then decides what

should be done to make sure the law is obeyed and each person is treated fairly.

"Our country has nine special judges whom we call **'justices.'** They can be men or women. They have this job until they retire or die. The highest or top court in our country is called the **Supreme Court.** Here the justices listen to lawyers talk about problems. They decided what is fair and best for the people in the country. The president of the United States, with the help of the **Senate,** picks a new justice if one dies or decides to quit."

EXTENSION ACTIVITIES

- ☆ Schedule a field trip to the local courtroom.
- ☆ Role play *"The State vs. Gold E. Locks."* See Appendix F on page 66. Those not involved in the role play may serve as jurors.
- ☆ Cut out a picture in the newspaper showing someone enforcing rules. Glue this to cardboard or construction paper and use for a bulletin board or for a writing lesson.
- ☆ Read *"Pippi Longstocking"* stories.

How do citizens choose?

Rules must be written carefully and need to be enforceable. They are usually acceptable to those who are expected to follow them. In a dictatorship, little thought is given to the common person who is to obey the rules and regulations. In a democracy, "the will of the people" must be considered. Voting is the process by which the will of the people is made known.

In this lesson, students are led from writing rules in groups to voting on acceptance of these. The terms **constitution** and **voting** are reviewed.

MATERIALS

"New Rules" activity sheet

OBJECTIVES

Students will be able to:

1. Develop a better understanding of being fair when making rules by participating in writing and voting on rules.
2. Decide if a rule is fair.

VOCABULARY

convention

PROCEDURE

(Answers and comments for this lesson are found in blue.)

1. Read the "New Rules" activity with students. Younger students may vote by raising hands or using "thumbs up, thumbs down."

   (You may prefer to use the I AGREE and I DISAGREE cards.)

   As students vote, the teacher may ask for an explanation of why this is a good or a bad rule. Students should be reminded that good rules must be fair to all.

2. Divide the class into 5 groups.

3. Say: "Each group is to write two **rules.** One rule should be for our classroom. The second rule should be for everyone in the school. Be sure to think of being fair to everyone."

4. After the groups have met, write rules on the chalkboard. Have the class vote on each rule — **yes** if the rule is fair, **no** if the rule is not fair.

   (You may prefer to use the "I AGREE" and "I DISAGREE" cards.)

SMITH FAMILY
YOU ADMINISTER CORRECTION BECAUSE YOU LOVE ME?
JUST PLAIN LOVE ME?
IT FRIGHTENS ME TO SPECULATE ON MY FATE IF YOU LOVED ME A WHOLE BUNCH.

COPYRIGHT, 1986, Universal Press Syndicate.
Reprinted with permission. All rights reserved.

5. Explain: "Just as our class needs rules, so does our country. Let's look at the way people made the rules for our country a long, long time ago.

   "When our country was very young, a group of men from each state decided to make a set of rules for everybody in the United States. They worked hard to make sure the rules were fair to the little states as well as the big states.

"Our school rules are fair to kindergarteners as well as sixth graders. The rules which all students must follow are school rules.

"The set of rules or **laws** that all states and citizens must follow is **The Constitution.**

"You remember we said that we are celebrating the 200th birthday of the Constitution. When we made our school and classroom rules, we voted on whether they were fair or not. The same thing happened when the Constitution was written. Each state asked its citizens to look over the new laws and decide if they were fair. Each state voted on the Constitution at a special meeting called a **convention.**

(A convention is a meeting held for a special purpose.)

"Not all of the states thought it was fair."

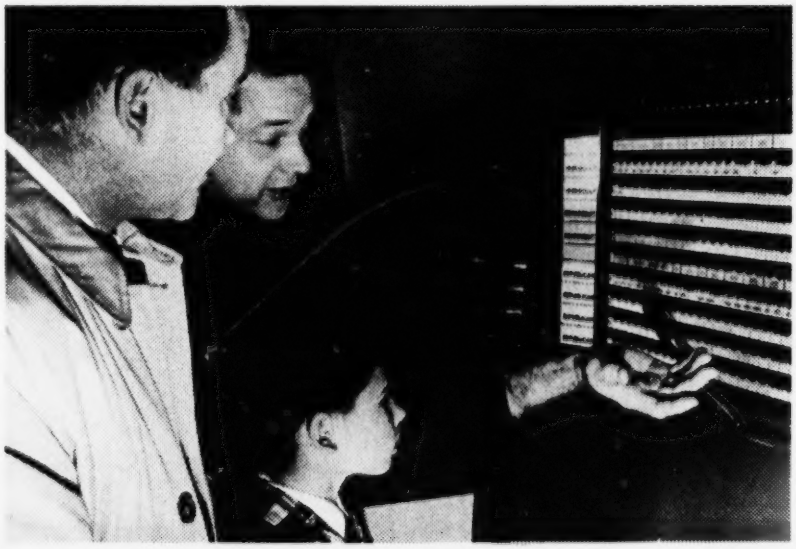
EXTENSION ACTIVITIES

☆ Write one rule that would be fair for the entire country. These may be submitted to the school newspaper in a story about the unit on the Constitution.

☆ Find an article in the newspaper about rules being made or broken. Ask parents to help. Share these with the class.

☆ Invite the Newspaper in Education Consultant or education reporter and the school principal to be part of this democracy-in-action lesson.

☆ Invite the school principal to discuss how rules of the school are made. The school rules should be written on the chalkboard or posterboard for the students to see. A discussion of why each rule is needed will help students understand the fairness of such rules.



NAME _____

NEW RULES

Grant City Elementary had a new principal, Miss Evans, who believed in being fair. She asked each room to choose one student to help make new rules for the entire school. The new rules were given to each teacher. Students were to vote yes or no for each rule. How would you vote? Remember to be fair.

Directions: Write "Yes" on the line next to each number if you agree with the rule. Write "No" if you disagree.

_____ 1. Students must be in their seats when the bell rings.

_____ 2. Only sixth graders are allowed to play on the softball field.

_____ 3. All students must carry books and supplies in red backpacks.

_____ 4. Students are to eat quietly in the cafeteria.

_____ 5. Boys may have gym class three days a week; girls may have gym class on two days.

_____ 6. All students are to be quiet in the hall.

_____ 7. Students with red hair may leave 15 minutes early each day.

IN-LAW RELAT-ED.
A Marriage of Law & Education in Indiana

NIE
THE INDIANAPOLIS STAR
THE INDIANAPOLIS NEWS

Do citizens have rights?

The Constitution was written to outline the scope and limits of the new government of the United States. It was carefully designed with three branches and a system of checks and balances.

Many of the state delegates to the Constitutional Convention felt that the rights of the people should also be included. The ratifying conventions echoed these sentiments. In 1791, the first ten amendments were added to the Constitution. These are known as "The Bill of Rights."

In order for students to begin to understand the concepts embodied in the Bill of Rights, they will role play a hearing in the fictional kingdom of Tara. They will experience rules that limit the "rights" of the citizens. The lesson concludes with an explanation of why a Bill of Rights was added to the Constitution.

MATERIALS

Copies of "The Story of Nate and Sarah" found on page 50

OBJECTIVES

Students will be able to:

1. Role play a situation demonstrating the process of changing rules which violates peoples' rights.
2. Demonstrate their understanding of the Bill of Rights by drafting their own version of classroom rights.

VOCABULARY

Constitution **Bill of Rights**

PROCEDURE

(Answers and comments for this lesson are found in blue.)

1. Read the story of Nate and Sarah to the class:

   Nate and Sarah lived on a planet called Tara. They were unhappy with the new rules of King M. The new rules were sent to everyone:

   1. No Tara citizen may say bad things about King M. Persons breaking the law will be put in jail for 2 years.
   2. All Tara citizens must go to the First Church of Tara to which the king belongs.
   3. Only men who are friends of the king may own stores and factories.
   4. Only men who own stores and factories may vote on the next king.
   5. No girls may become doctors, lawyers, or firefighters.

   Nate and Sarah decided to send a group of friends to talk to the king about his rules.

2. Assign parts to prepare for role playing.

   Roles:

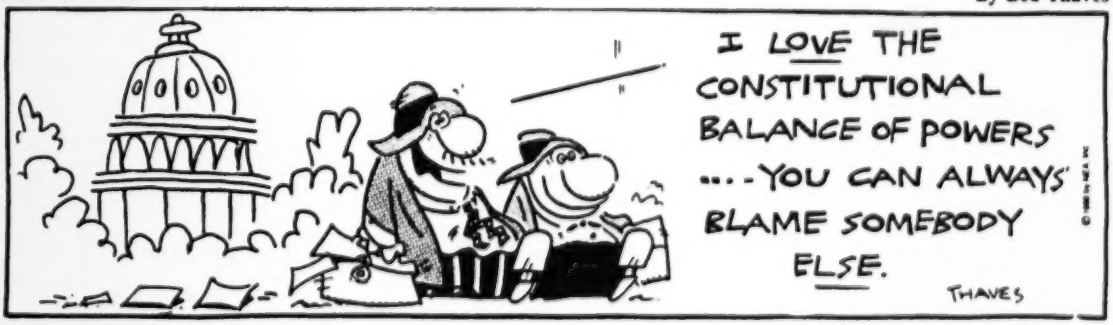
   Nate — introduces the group and explains why the group has asked to meet with the king.

   Sarah — closes the hearing by asking the king to reconsider his rules.

   Representatives (5) — explain to the king what is unfair with his/her rules.

   King (teacher) — asks questions of each representative and may ask questions of the audience (the other class members).

FRANK and ERNEST — By Bob Thaves



Reprinted with special permission of Newspaper Enterprise Association.

Setting:

Nate, Sarah, and the representatives should be seated at a table

facing the king. Each one stands while speaking.

(This would be an excellent event to videotape.)

3. Divide the remainder of the class into 5 groups. Give each group one rule from the story. The group is to decide whether or not the rule is fair. One member of the group is to be selected to represent the group at the hearing. This representative explains to the king how the group feels about the rule.
4. Explain the setting:

   Say: "We are going to role play a mock hearing. Those of you who have not been assigned a part will be the citizens observing the hearing.

   [redacted]

5. Begin role playing. After the king has heard all of the speakers, Sarah closes the hearing by asking the king to reconsider.
6. Say: "Hearings are meetings set up to listen to all sides of the problem."
7. Explain: "At one time, our country was like Tara in some ways. If a newspaper printed a story about the president or some famous person, it could be in serious trouble if the important person did not like what was printed.

   [redacted]

   "Sometimes people were not treated fairly. The men who met to write the new rules for the country, the **Constitution**, did not put in rules to stop this unfair treatment. When people voted on the Constitution, some asked that extra rules be added to make sure that people would be treated right.

   "We call these 10 extra rules the **'Bill of Rights.'** They protect people from too much power by leaders."
8. Say: "We have rules for the classroom. Each student is expected to obey these rules. Are there any 'rights' that you have as a student? On a sheet of paper, print a right that you have as a student in this class."
9. When these are completed, ask students to share their "rights." Allow the class to select 10 of the best as the "Classroom Bill of Rights." Post these in your room.

EXTENSION ACTIVITIES

☆ Complete crossword puzzle of vocabulary.

☆ Complete wordsearch puzzle of vocabulary.

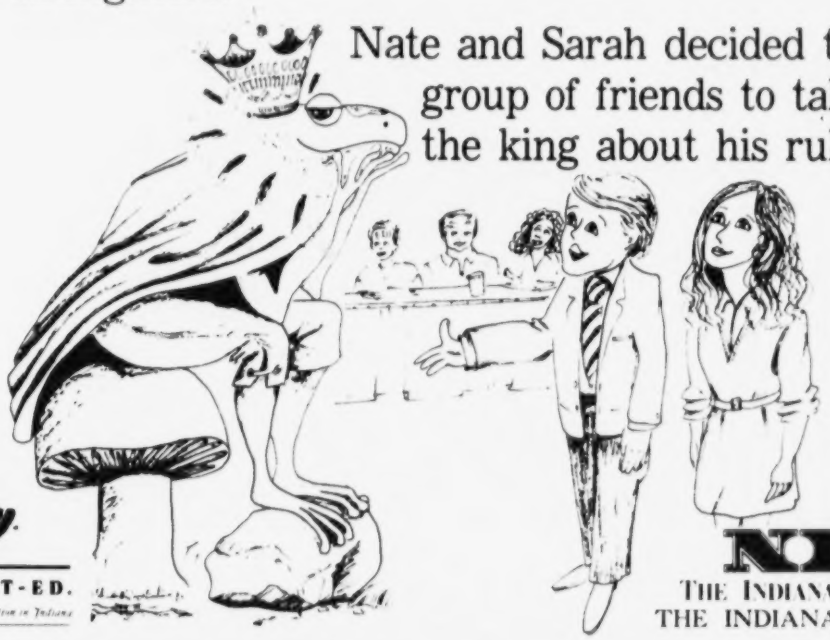
NAME _____

The Story of Nate and Sarah

Nate and Sarah lived on a planet called Tara. They were unhappy with the new rules of King M. The new rules were sent to everyone:

1. No Tara citizen may say bad things about King M. Persons breaking the law will be put in jail for 2 years.
2. All Tara citizens must go to the First Church of Tara to which the king belongs.
3. Only men who are friends of the king may own stores and factories.
4. Only men who own stores and factories may vote on the next king.
5. No girls may become doctors, lawyers, or firefighters.

Nate and Sarah decided to send a group of friends to talk to the king about his rules.



IN-LAW RELAT-ED.
A Marriage of Law & Education in Indiana

NIE
THE INDIANAPOLIS STAR
THE INDIANAPOLIS NEWS

NAME _____

OUR CONSTITUTION

DIRECTIONS: Find the words listed below. They may be written across or up and down.

D A L B S R Z G A R K X C O N G R E S S I Y V L
Y J A N N K H B W J N N V D S A P Q Q U T E T A
T U W J A F A I E H Y B Q K E P J G E Y I A K R
J H Y P T H T D R S U T K X N B G F L O G G V U
U M E D I T J E E W R N G L A D I L J X Q V E L
S P R K O M G C H B A U N I T E D S T A T E S E
T H E U N J C I S E D W G T O O B A D G M Q N C
I H M S J E M S Y X E C V V R X V L S B R V S O
C N Z H G N W I O N B E A O I A F T S I C Z N N
E B O V G I K O N B A B O I U J B X H L Q L A V
S P C F L J F N J Z T W E B A K I V S L F A E E
V V S V R E P R E S E N T A T I V E D O Y S P N
R C E M K G W C Q S D Q E E P F Z G M F S H P T
Q O N I S U P R E M E C O U R T H Q K R E Y H I
I U A P U H P N L F E E Y Q C F T Q Y I A N L O
V N T I L S S L E A D E R F L H T L R G V X A N
P T E Q Q Y N K L N K B G E O H U R Z H X U W U
Z R U N N V L G B Y J U D G E X R O S T L U R V
P Y P S M M C O N S T I T U T I O N U S C R I R
B D G Y K P R Y W S Q R K T S P P H O U S E K N
G E B Y X O Z V O T E C G P R E S I D E N T K J
M Q O D N E G O U V F E C W Q Z U G A E Y E X A

Word List

Constitution country president lawyer Supreme Court justices vote decision law convention leader Bill of Rights rule Congress United States judge

Bonus Words:

Senate senator House representative

Answers on page 53

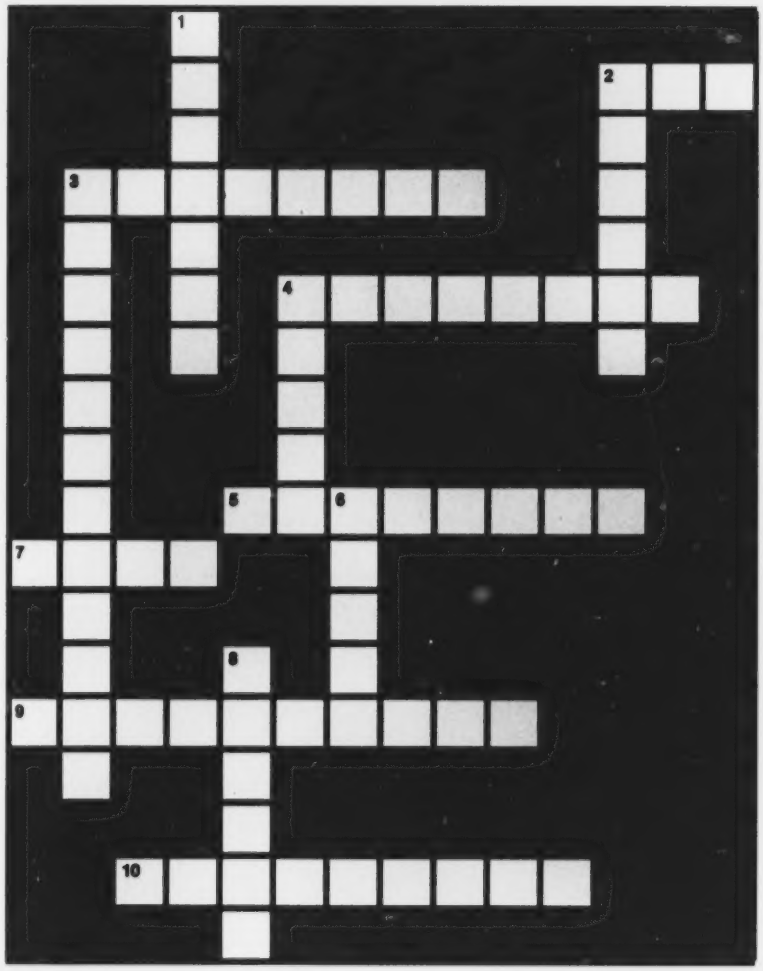
Name _____

THE CONSTITUTION

WORD LIST: CONSTITUTION

CONGRESS
CONVENTION
COUNTRY
CONSTITUTION
COURT
DECISION
JUSTICES
JUDGE
LAW
LAWYER
LEADER
PRESIDENT
RULE

Answers on page 53



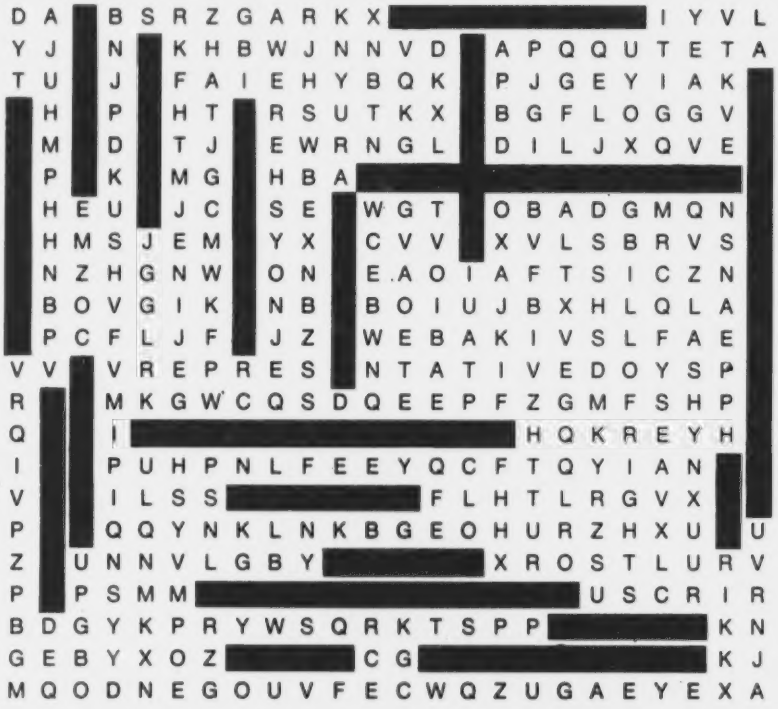
ACROSS CLUES

2. A rule that each person must obey
3. A group of men and women who make the laws for our country
4. Nine judges in the Supreme Court
5. Making up one's mind about something
7. A direction to do or not to do something
9. A meeting held for a special purpose
10. The highest leader in the United States government

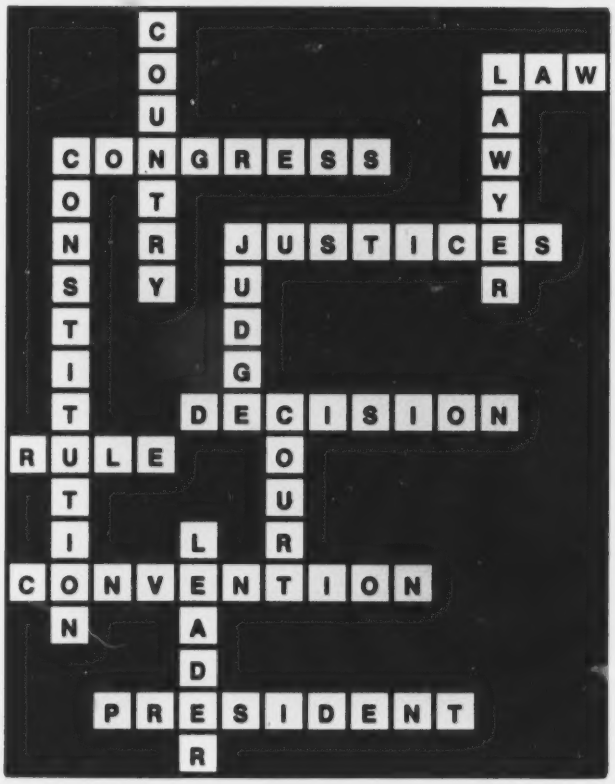
DOWN CLUES

1. The territory of a nation (the United States)
2. A person who studies the law and helps to see that each person is treated fairly
3. The set of rules or laws for the United States
4. One who listens to both sides of a dispute and makes a decision, or judgment, in a court case
6. Building where a person or group of persons listens to both sides of a dispute
8. One who leads or guides others

ANSWERS:
OUR
CONSTITUTION



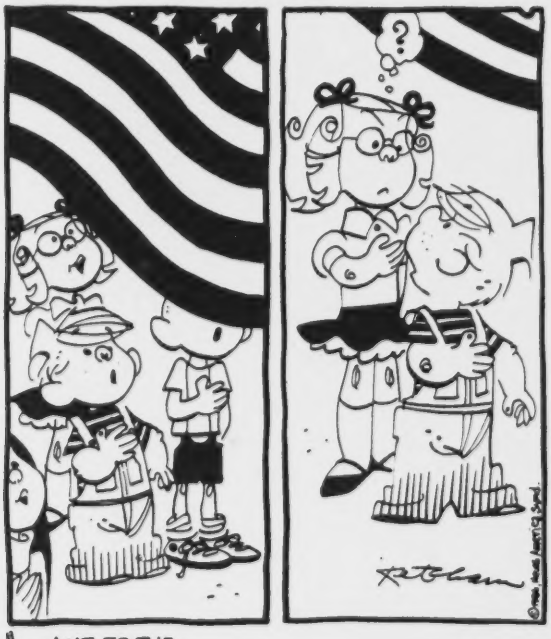
ANSWERS:
THE CONSTITUTION



Appendixes

Appendix A	Summary of the Constitution of the United States	**55**
Appendix B	The Decision T	**58**
Appendix C	I AGREE, I DISAGREE paddles	**60**
Appendix D	Newspaper Articles (News Stories, Features, Editorial Pages)	**62**
Appendix E	The Trial of John Peter Zenger	**64**
Appendix F	State Vs. Gold E. Locks	**66**
Appendix G	The Button Game	**69**
Appendix H	Amazing Facts about Our Constitution	**70**
Appendix I	Separation of Powers and Checks and Balances (Diagram)	**71**
Appendix J	Glossary	**72**
Appendix K	Bibliography and Lending Library	**73**

DENNIS THE MENACE



"DENNIS THE MENACE® used by permission of Hank Ketcham and (c) by News America Syndicate."

Appendix A

Make sure pupils understand Roman numerals.

A SUMMARY OF THE CONSTITUTION OF THE UNITED STATES

PREAMBLE

Reasons for Constitution The people of the United States made this Constitution and put it into practice for the following reasons: (1) to have a better government than under the Articles of Confederation, (2) to give everyone fair treatment, (3) to keep peace within the country, (4) to defend the country from enemies, (5) to live comfortably and well, and (6) to keep people free both now and in the future.

ARTICLE I— LEGISLATIVE BRANCH

Description (Section 1) The legislative branch of government, or Congress, makes all the laws. It has two parts, or houses, the Senate and the House of Representatives.

House of Representatives (Section 2) Members of the House of Representatives serve a 2-year term. They are elected by the people. Representatives must be at least 25 years old, citizens of the United States for at least 7 years, and citizens of the state they represent.

The number of representatives from each state depends on that state's population. In order to decide on the number of representatives from each state, the government must count the people every 10 years. This is called a **census.**

The Senate (Section 3) The Senate is made up of two senators from each state. Senators have a 6-year term. Senators must be at least 30 years old, citizens of the United States for at least 9 years, and citizens of the state they represent.

The Vice-President of the United States is in charge of the Senate, but may only vote in case of a tie.

Rules (Sections 4-7) Instructions on how to operate both the House and the Senate are covered. Behavior of members, record keeping, pay, and how a bill becomes a law are covered.

Duties (Section 8-10) The exact jobs of Congress are listed. Congress makes all money and trade laws. Congress decides how people can become citizens of the United States and can declare war if necessary. Powers Congress and the states do not have are also listed.

ARTICLE II— EXECUTIVE BRANCH

Description (Section 1) The executive branch is made up of the President of the United States and those who help carry out laws passed by Congress. The President manages the government. A President and Vice-President are elected to a 4-year term.

A President must have been born in the United States, must be at least 35 years old, and must have lived in the United States for at least 14 years.

Duties (Sections 2-4) Some of the President's jobs include carrying out the laws made by Congress, responsibility for all the armed forces, pardoning crimes, and reporting to Congress at least once a year on what the nation is doing. The President makes treaties and appoints government leaders; the Senate must give its approval.

If the President does wrong, he may be removed from office.

ARTICLE III— JUDICIAL BRANCH

Description (Section 1) The judicial branch

of government is the federal court system. The Supreme Court is the nation's highest court. It has the final say in all matters of law. Judges are appointed, not elected to office.

Duties (Section 2) The federal courts have a say in all cases that are not entirely within a state.

Treason (Section 3) The crime of treason, trying to overthrow the government, is explained.

ARTICLE IV—THE STATES

Rules about the states (Sections 1-4) All states must accept acts, records, and laws of other states. A citizen of one state must be given the same rights as the citizens of another state he or she may be in. The governor of one state may send an accused criminal from another state back to that state for trial.

New states may be added to the United States. The United States government will protect all states from enemies.

ARTICLE V—AMENDMENTS

Making changes The Constitution may be amended, or changed.

ARTICLE VI—HIGHEST LAW

Above all others The Constitution of the United States is the highest law in the land. State laws must be under this law. All national and state lawmakers and offices must support the Constitution.

ARTICLE VII— PASSING THE CONSTITUTION

Ratification This Constitution becomes law when 9 of the 13 states ratify it, or approve it.

AMENDMENTS

Amendment I Congress may not make rules to change freedom of religion, freedom of speech, freedom of the press, or the right of people to come together in a peaceful way or to send petitions to their government.

Amendment II The people have the right to keep and bear arms.

Amendment III During peacetime, the government cannot make citizens put up soldiers in their homes.

Amendment IV People or their homes may not be searched unreasonably.

Amendment V Persons accused of serious crimes have the right to a jury trial. They may not be forced to give evidence against themselves. Their lives, freedom, and property may not be taken from them unfairly. If the government takes a person's property for public use, it must pay the owner for it.

Amendment VI Persons accused of serious crimes have the right to a speedy and public trial. They must be told what they are accused of. They have the right to have a lawyer. They have the right to see and question those who accuse them.

Amendment VII In most cases, there must be a right to a jury trial.

Amendment VIII Punishment may not be cruel and unusual.

Amendments IX and X If the Constitution does not give a certain right to the United States government, and also does not forbid a state government to have that right, then the states and the people have it.

Amendment XI The power of the judicial branch is limited to certain kinds of cases.

Amendment XII Electors vote for President and Vice-President separately.

Amendment XIII Slavery may not exist in the United States.

Amendment XIV People born in the

→

United States or naturalized here are United States citizens. They are also citizens of the states they live in.

States may not make laws that limit the rights of citizens of the United States. They may not take away a person's life or freedom of property unfairly. They must treat all people equally under the law.

Amendment XV No citizen may be denied the right to vote because of race.

Amendment XVI Congress is allowed to pass an income tax law.

Amendment XVII United States senators are elected by the people.

Amendment XVIII Liquor may no longer be manufactured or sold in the United States.

Amendment XIX No citizen may be denied the right to vote because of sex.

Amendment XX Presidents start their new terms on January 20; Congress starts its new term on January 3.

Amendment XXI The eighteenth amendment to this Constitution is repealed, or taken back.

Amendment XXII Presidents are limited to two terms in office.

Amendment XXIII Residents of Washington, D.C., have the right to vote for President.

Amendment XXIV Citizens need not pay a tax in order to vote for President, senators, or members of Congress.

Amendment XXV In case the President becomes too ill to carry on the job, the Vice-President will take over as Acting President until the President is better.

Amendment XXVI No citizen who is 18 years of age or older may be denied the right to vote because of age.

Reprinted with permission from Timothy M. Helmus *et al.*, The World and its People, The United States and its Neighbors (Morristown, N.J.: Silver Burdette, 1984), p. 121 - 123.

©1984 *Silver Burdett Company.* All Rights Reserved. Printed in the United States of America. Published simultaneously in Canada. This publication, or parts thereof, may not be reproduced in any form by photographic, electrostatic, mechanical, or any other method, for any use, including information storage and retrieval, without written permission from the publisher.

Newspapers offer slice of life, history

By FRED D. CAVINDER
STAR STAFF WRITER

The *Pennsylvania Packet* had a scoop one September day in 1787, a story not likely to ever be duplicated in the history of the nation.

It published the first printing of the U.S. Constitution for the eyes of newspaper readers and it did it in the time-honored manner of American journalism — a "leak" through an insider.

The insider was John Dunlap, official printer to Congress. He was the guy who set the type and printed the new constitution for the government. And then he naturally used the same type to put it out as a special edition of his own newspaper, the *Pennsylvania Packet*, on Sept. 19, 1787.

Nearly 1,400 issues of that newspaper, one of the first daily papers in America, have found their way to the Indiana Historical Society. It makes the Indiana organization the possessor of one of the few known printings of the Constitution.

The *Pennsylvania Packet* also printed one of the first public copies of the Ordinance of 1787, which set up the government of the Northwest Territory, of which Indiana was a part.

That is what makes the newspaper such an important contribution as Indiana prepares to celebrate the 200th anniversary of its birth as part of the territory.

Beginning Jan. 6, issues of this historic newspaper will go on display outside the entrance to the Supreme Court chambers in the Indiana Statehouse.

Each week, six issues of the *Pennsylvania Packet*, corresponding to the present dates, will be displayed. The exhibition is scheduled to last for two years.

Traveling exhibits are planned; and copies of the Constitution and the Ordinance of 1787 may be made for distribution to schools.

"We are trying to get as many of these two documents to the public as we can," said Robert M. Taylor. A member of the Indiana Historical Society, Taylor is coordinating plans to celebrate the 200th anniversary of the creation of the Northwest Territory.

Taylor said the Northwest Territory Ordinance was important not only to Indiana, but to the entire nation. The ordinance was created about three months before the Constitutional Convention met and many concepts of the ordinance became part of the Constitution.

Appendix B

How to Use

THE DECISION T

Several lessons in this book involve using a DECISION T to analyze a proposed solution to a given problem. This simple instrument may be used by young people as a tool in making choices.

Four steps are required in using this problem-solving tool:

Step 1: State the problem. Write it on the board.

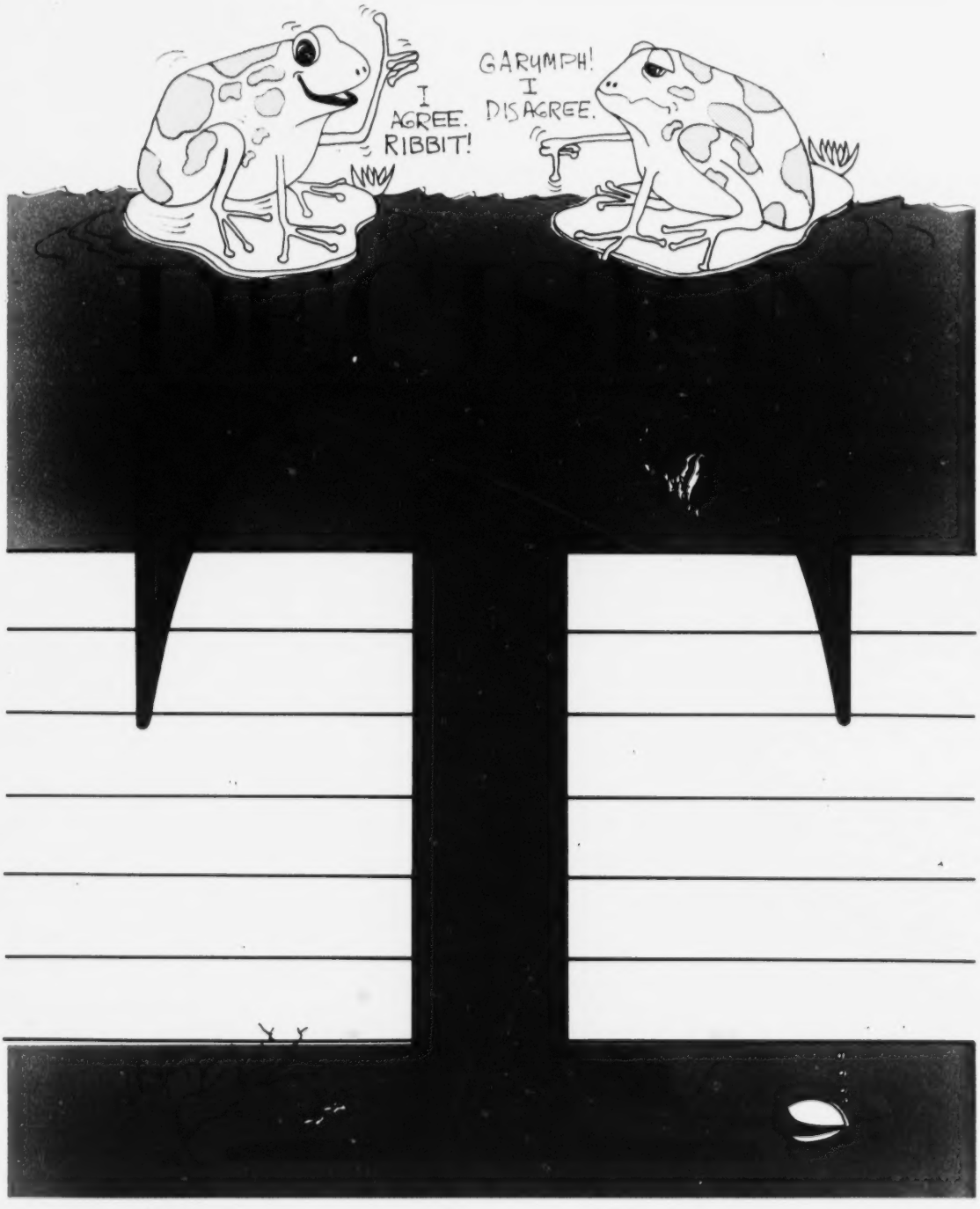
Step 2: State a possible solution for the class to analyze.

Step 3: List the "good" points (or reasons for agreeing) and "bad" points (or reasons for disagreeing) with the proposed solution. An example of each may be given to help students begin the process.

Step 4: Evaluate the solution. Students make a decision or choice based upon the listed positive and negative points. Use the I AGREE and I DISAGREE paddles for voting.

THE DECISION T may be applied to any choices made during the students' lives. Teaching children to be good problem-solvers is part of our responsibility as teachers. By preparing the future generations to make responsible decisions, we are improving the quality of citizenship in our country.

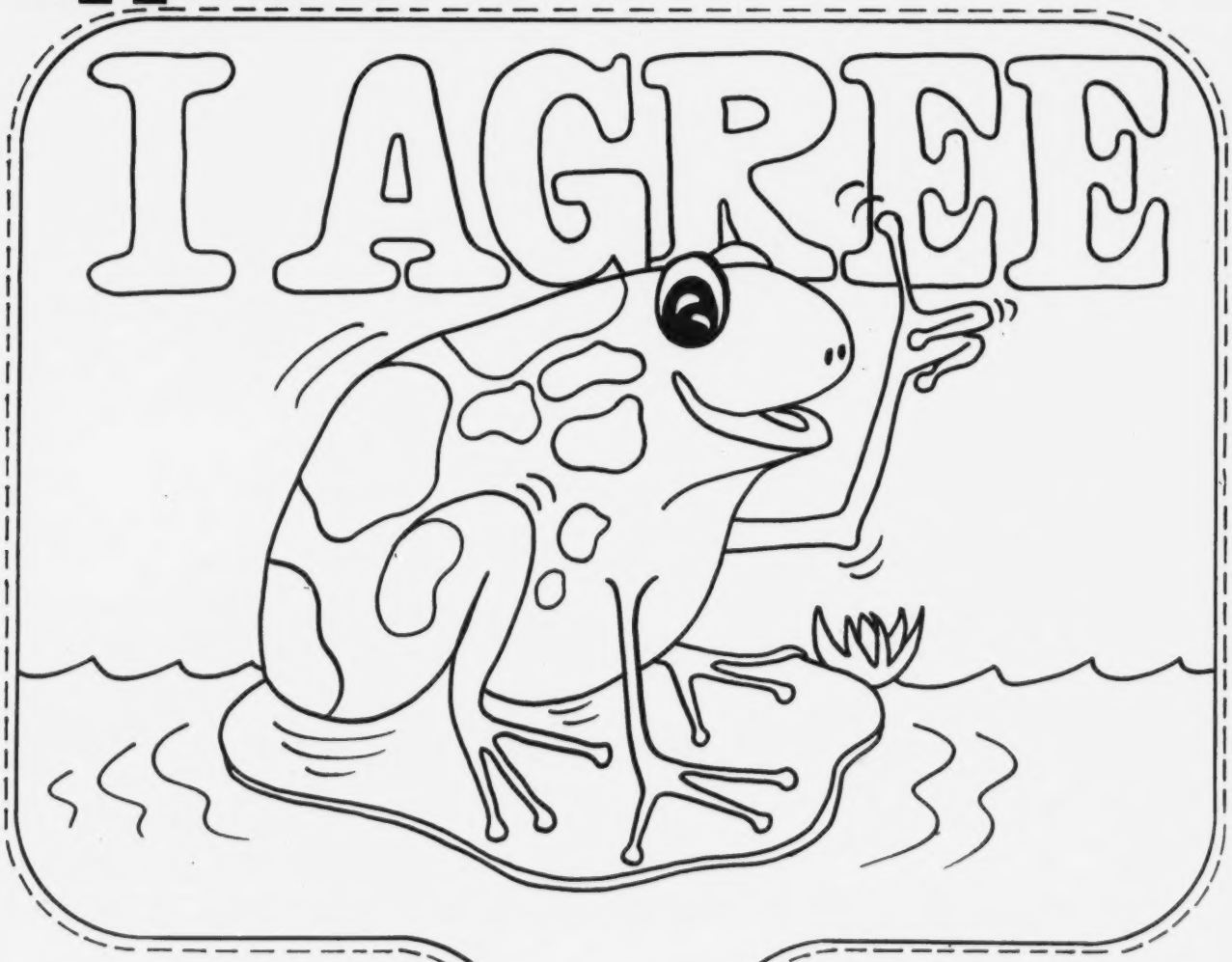
NAME _____



IN-LAW RELAT-ED.
A Marriage of Law & Education in Indiana

NIE
THE INDIANAPOLIS STAR
THE INDIANAPOLIS NEWS

Appendix C



Have students color copies of the I AGREE and I DISAGREE paddles. Glue them on a piece of cardboard — one paddle on each side. Students can use the paddles to vote on issues the class is discussing.

I DISAGREE

Have students color copies of the I AGREE and I DISAGREE paddles. Glue them on a piece of cardboard — one paddle on each side. Students can use the paddles to vote on issues the class is discussing.

IN-LAW RELAT-ED.
A Marriage of Law & Education in Indiana

NIE
THE INDIANAPOLIS STAR
THE INDIANAPOLIS NEWS

Appendix D

NEW STORIES

News stories tell us about important events and are written in an objective manner. Editors place the most important of these on the front page of the paper.

The lead, which is the opening paragraph, contains the main facts. These are popularly called the 5 W's and H, because they answer important questions about the event.

Other details follow in subsequent paragraphs. Facts considered to be the least important appear at the end. This is called writing in the **inverted pyramid** style.

Because news stories are presented in this way, readers can skim the headlines and beginnings of many news stories and get the main idea of each. Editors are able to cut stories to fit the space available without affecting the principal content.

FEATURES

Your daily journal may be called a **newspaper,** but it holds far more than just the news. In fact, for many readers it is the **features** — human-interest stories, columns, puzzles, cartoons, reviews, etc. — that have more appeal.

It can be difficult to distinguish between a news and a feature story. Some people refer to the latter as "human interest" stories. However, there are other types as well, such as: biographical, historical, news background, and how-to.

Here is a list of characteristics to help you recognize them.

Feature stories:

- ☆ are concerned with more than facts;
- ☆ give more background information and add color;
- ☆ are more concerned with "why" and "how" than "what";
- ☆ allow room for interpretation;
- ☆ may contain editorializing;
- ☆ are often written to entertain;
- ☆ usually build to an interesting ending;
- ☆ are not breaking ("hard") news;
- ☆ have headlines that don't always tell the main idea;
- ☆ are not always printed as soon as possible;
- ☆ do not have the same kind of lead as a news story.

EDITORIAL PAGES

As Americans, we should value the editorial pages of a newspaper more than any other part. It is here we differ from many other peoples in the world — in our right to openly express opinions.

Basically, the opinion section of a newspaper is made up of four elements: editorials, editorial cartoons and illustrations, commentary and letters to the editor. We find more than one person's ideas and more than one style of writing on these pages.

The publisher and editor of the newspaper mold the positions of the paper. Editors, editorial writers, cartoonists, columnists and other contributors, including readers, create material for the editorial pages. The editor decides what will be included in each day's paper. (The amount of input the publisher chooses to give on a daily basis varies from paper to paper.)

(It should be noted that, although the publisher is the same for The Indianapolis Star and The Indianapolis News, the editorial functions and staff are separate. The editors of the two papers do not consult one another on what they print.)

Editorials are the institutional voice of the newspaper. That is why they are unsigned. The are written chiefly to persuade and convince, yet they may simply inform or praise or even entertain. They are usually written about issues and topics raised by local, state, national and international news developments. Editorials are based necessarily on factual research.

Editorials are usually found on the left-hand side of the editorial page in most newspapers. **Syndicated commentary** may be found throughout the opinion pages. James J. Kilpatrick, George Will and William Raspberry are some of the syndicated writers found in *The Indianapolis Star. The Indianapolis News* frequently publishes the columns of Art Buchwald, Rheta Grimsley Johnson and William F. Buckley, Jr. A broad spectrum of opinion is likely to be found in these writings.

Letters to the editor give every citizen an opportunity to be heard. Have your students examine a single issue of the paper. Ask them to list the topics discussed. See if they can determine who the authors are and what these people do. Note the variety found. This is a good place to find opinions differing from the newspaper's point of view.

Editorial cartoons graphically show artists' opinions. Be sure your students realize these are ways to express thoughts. Some of these cartoons are done by local artists at the newspapers; many are syndicated. (There is an activity sheet on page 35 in the lesson on editorial cartoons which allows your class to sample symbolism used by these artists.)

Freedom of the press to express opinions should be cherished by our citizens. It is another check on government. It provides a way for the people of this country to be heard. Eugene S. Pulliam, publisher of *The Indianapolis Star and The Indianapolis News*, stated in a Publisher's Memo to readers:

> "You're not urged to agree with any or all of these opinions. You're not obligated to read any or all. But should you give these opinions a glance and a chance, your own opinions will be better based because you have considered other viewpoints."

Appendix E

THE TRIAL OF JOHN PETER ZENGER
(Libel and Freedom of the Press)

By John Rutherford,
The Indianapolis News

(The toned section of this background information tells the story of the John Peter Zenger trial. You may want to read this part to your class and use the discussion questions found at end of the text. Students could role-play this trial.)

The meaning of the word *libel* has undergone a change over the centuries.

Originally, it was just another word for a pamphlet. What we now call *libel* was then known as *defamation* — the defaming of a person. Later, defamation that took place in leaflets or pamphlets became known as *defamation by libel* and was eventually shortened to *libel.*

Under the English legal system, on which American jurisprudence is based, there was a class system of law and society. In other words, people were treated differently by the laws according to their class in society. Under those circumstances, libel then came to mean *any defamation of persons superior in class to you.* It did not matter whether what was written was true or not. You simply could not defame — damage the reputation of — someone who was considered your superior under the law. Thus no one could criticize either the king or his agents, without risking punishment for committing a libel.

The class system of society generally failed to take hold in the American colonies. As a result, over the course of years American jurisprudence tended to change from the English system. Nevertheless, the English king continued to rule through his appointment of governors and other agents; under the law, both he and they still maintained protection from criticism.

In 1735 John Peter Zenger, who lived in the colony of New York, was publishing a newspaper called the *New York Weekly Journal.* In it, he wrote that Governor William Cosby put only his friends into office and that he allowed French ships to spy on the New York defense system. Because the governor was appointed by the king, Zenger was charged with libel.

At his trial, the main issue was the definition of *libel.* The governor's lawyer, relying on the English system, argued that libel meant criticizing the government. Even if people told the truth, this interpretation held that they did not have the right to put the government in danger by criticizing it.

On the other hand, Zenger's lawyer, Andrew Hamilton, said that people should have the freedom to print the truth. He maintained that Zenger should not be found guilty unless it could be proved that he published false statements in his newspaper.[1]

The jury found Zenger "Not Guilty" on grounds that the newspaper had told the truth. Although the people involved did not realize it at the time, the trial was a major turning point in the development of the rights that govern life in the United States — a country that did not even exist when Zenger dared to publish his criticism.

Rather than appeal the case to the chief justice in England, the royal governor and his colonial chief justice let the jury's decision stand. They did this because of unrest in the colony. As members of the English ruling class, they felt it expedient at that time to allow this exception from the common law, rather than to increase grounds for discontent by keeping the case alive. **As time passed, the Zenger case was cited as a precedent in other American cases, and the law of libel became permanently changed in this country.**

Later, many state constitutions referred to freedom of the press and allowed it in various degrees. The First Amendment to the U.S. Constitution prohibited Congress from making any

laws abridging freedom of the press. At first, this referred only to the national government, not to the states. Later the 14th Amendment, requiring equal protection of the laws, was adopted; and the Supreme Court held that freedom of the press as provided in the First Amendment also applies to the states.

Meanwhile, few cases involving freedom of the press had come before the Supreme Court. Although some scholars maintain that freedom of the press as stated in the Constitution is an absolute right, the courts and traditional practice have not considered it so.

One reason for this is a book of commentary written by a former English chief justice named Blackstone. It attempted to tell what the law of England was. (This was before America got its independence.) Concerning freedom of the press, it said this must be observed — but with some qualifications.

Blackstone's work was extremely influential. Even after the U.S. Constitution was adopted, many American lawyers continued to quote Blackstone in attempting to convince judges and juries what the law is.

Although what Blackstone wrote was a statement of the law on freedom of the press at the time he wrote his commentary, many have taken what he said to be a definition of freedom of the press — with all of his qualifications.

Until recently, few people have had the desire to go through the expense of a Supreme Court appeal to determine what freedom of the press really means. Exceptions to this freedom had become the practice, particularly in cases where mistakes were clearly made in published material.

In recent years, however, the Supreme Court has heard several libel cases. Although it has been reluctant to throw out the notion that freedom of the press is relative, the court has not hesitated to change Blackstone's exceptions.

As a result, there is confusion today as to what the Supreme Court will say tomorrow regarding what constitutes libel and what does not.

(John Rutherford writes the column *"Freedom Watch"*, which appears weekly in *The Indianapolis News*.

Questions for Discussion[1]

1. Which definition of libel do you believe is better? Why?
2. What do you think happened to John Peter Zenger? Do you think he was found guilty?
3. If you were in public office, would you want the newspaper to print criticisms of you even if they were true?
4. Should newspapers be allowed to criticize all public officials?
5. In time of war, should newspapers be allowed to print information about where American Troops are? Why or why not?

1 Adapted from a lesson, **"The Trial of John Peter Zenger"**, by Faith Haber Galbraith

Appendix F

MOCK TRIAL SCRIPT

STATE VS. GOLD E. LOCKS

Prepared for The American Bar Association

Original Script written by: **Attorney Richard D. Torpy**
Denver, Colorado

Adapted for classroom use by:
Connie S. Yeaton
Indiana LRE Coordinator

Karen T. Braeckel
Newspaper in Education
The Indianapolis Star and The Indianapolis News

Participants in Trial

Judge (Teacher may elect to ask local judge to preside)

Mom E. Bear	**Gold E. Locks**	**Bailiff**
Pop A. Bear	**Prosecutor**	**Court Reporter**
Babe E. Bear	**Defense Attorney**	**Narrator**

Scene: *Courtroom for trial of State vs. Gold E. Locks*

Narrator: This is the trial of Gold E. Locks and the Three Bears. Gold E. Locks is charged by the police with the crime of trespass, or going on someone else's property without permission. The scene opens in the court . . .

Bailiff: Hear ye, Hear ye, Hear ye. The court is now in session.

Judge: Mr. Prosecutor, are you ready to give your opening statement?

Prosecutor: Yes, your Honor. I am.

Judge: You may proceed.

Prosecutor: Your honor, ladies and gentlemen of the jury, we will show that Mom E. Bear got up on the morning of November 1 and made a pot of porridge and poured it in bowls for breakfast. The porridge was too hot. Mom E. Bear, Pop A. Bear and Babe E. Bear then decided to take a walk in the forest while it cooled off. While they were gone, Gold E. Locks, the defendant, entered the home of the Bears and ate some porridge out of the bowls of Mom E. Bear and Pop A. Bear. She ate all of the porridge from the bowl of Babe E. Bear. Miss Locks then sat in Babe E. Bear's chair and broke it. She went upstairs and fell asleep in Babe E. Bear's bed. No permission was given to Gold E. Locks by any of the Bears to enter the home.

Judge: Does the attorney for Gold E. Locks wish to make an opening statement?

Defense Attorney: Thank you, your Honor. This charge of trespass against Gold E. Locks is ridiculous. We will show that Gold E. Locks went to the Bears' house for a very good reason. She had something important to discuss with the Bear family. We will show that this is a misunderstanding. Thank you.

Judge: The prosecution may call its first witness.

Prosecutor: I call Mom E. Bear as our first witness.

Bailiff: Mom E. Bear, please approach the witness stand. Would you raise your right paw? Do you solemnly swear to tell the truth, the whole truth and nothing but the truth, so help you God?

Mom E. Bear: I do.

Prosecutor: What happened on the morning of November first?

Mom E. Bear: I made porridge for breakfast and poured it into our bowls, but it was too hot to eat so we decided to go for a walk in the woods until it cooled off. We walked around the forest until we thought it would be cool enough to eat. Then we came home for breakfast.

Prosecutor: What did you find when you came home?

Mom E. Bear: I found Pop's spoon in his bowl and my spoon in mine. Someone had eaten from both bowls. Babe E. Bear's bowl was empty.

Prosecutor: What else did you see?

Mom E. Bear: Babe's chair was broken. He was so upset.

Prosecutor: I have no further questions.

Judge: Does the attorney of Gold E. Locks wish to ask this witness any questions?

Defense Attorney: Yes, your Honor. Mrs. Bear, have you ever seen the defendant, Miss Gold E. Locks, before?

Mom E. Bear: No, I haven't.

Defense Attorney: I have no further questions of this witness, your Honor.

Judge: You may step down, Mrs. Bear. Thank you for testifying. You may call your next witness.

Prosecutor: I call Pop A. Bear as a witness.

Bailiff: Pop A. Bear, please approach the witness stand. Would you raise your right paw? Do you solemnly swear to tell the truth and nothing but the truth, so help you God?

Pop A. Bear: I do.

Prosecutor: What happened on the morning of November 1?

Pop A. Bear: Mom E. Bear had gotten up early and fixed breakfast. She fixed her delicious porridge. She makes the best porridge. I really like mine with cinnamon, brown sugar, two paws full of raisins and ...

Defense Attorney: Objection, your Honor. I'm sure Mrs. Bear's porridge is the best there is, but we ask that Mr. Bear stick to answering the questions.

Judge: Thank you. That might help.

Prosecutor: Mr. Bear, please go on with just what happened that morning.

Pop A. Bear: Well, we went downstairs for breakfast. Mom E. Bear poured our bowls of porridge, but they were so hot we decided to take a walk in the woods while the porridge cooled.

Prosecutor: What happened next?

Pop A. Bear: Well, after our walk, we came back to the house.

Prosecutor: Did you notice anything unusual?

Pop A. Bear: Yes. Someone had eaten from our porridge bowls. There were spoons in each bowl and all the porridge from Babe's bowl was gone. Babe's chair was broken, too. I went upstairs to see if anyone was there.

Prosecutor: What did you find?

Pop A. Bear: I found that someone had been sleeping in my bed. Someone had been sleeping in Mom's bed. Then I found that someone had been sleeping in Babe's bed and she was still there!

Prosecutor: What happened next?

Pop A. Bear: I was so startled I didn't know what to do. Suddenly she woke up and ran past me. She ran down the stairs and out of the house.

Prosecutor: Do you see the young woman who was in your bedroom here today in the courtroom?

Pop A. Bear: Yes, I sure do. That's her over there with the golden hair.

Judge: The Court Reporter will note for the record that the witness, Mr. Bear, is pointing to the defendant, Gold E. Locks. You may continue.

Prosecutor: Mr. Bear, are you sure that this is the person who was in your home?

Pop A. Bear: I'm sure.

Prosecutor: Did you ever give her permission to enter your home?

Pop A. Bear: No, I did not. I had never seen her before.

Prosecutor: I have no further questions.

Defense: Did you close and lock the door when you went for your walk?

Pop A. Bear: No.

Defense: Thank you. I have no further questions of this witness, your Honor.

Judge: Does the prosecution have any further witnesses?

Prosecutor: No, your Honor, the prosecution rests.

Judge: Ladies and gentlemen of the jury, the prosecution has rested its case. The defense may call its first witness.

Defense: The defense calls Babe E. Bear.

Bailiff: Babe E. Bear, please approach the witness stand. Would you raise your right paw? Do you solemnly swear to tell the truth, the whole truth and nothing but the truth, so help you God?

Babe E. Bear: I do.

Defense: Did you ever see Gold E. Locks before the morning of November 1 when you — according to your

father's testimony — saw her run down the stairs of your house?

Babe E. Bear: No.

Defense: No! Are you sure of that? Didn't you, in fact, see her the evening of Oct. 31 — Halloween night?

Babe E. Bear: Well, maybe.

Defense: Would you tell the court where you saw Miss Locks?

Babe E. Bear: It was an accident.

Defense: What was an accident?

Babe E. Bear: Her window was broken.

Defense: How was her window broken?

Babe E. Bear: I was going Trick or Treating. I was dressed up like Babe Ruth in my baseball uniform and I accidentally batted a rock through her window.

Defense: What happened then?

Babe E. Bear: Are you kidding? I ran.

Defense: But she caught you, right?

Babe E. Bear: Yeah, she runs fast for a girl. But she wouldn't have caught me if she hadn't already been outside handing out candy to kids.

Defense: Can you tell us what she said to you?

Babe E. Bear: She just wanted to know where I lived and who my parents were.

Defense: Did she tell you when she would come to see your parents?

Babe E. Bear: Yeah, she said she had to go to sleep and would come in the morning.

Defense: I have no further questions, your Honor.

Defense: Your Honor, we call the defendant, Gold E. Locks.

Bailiff: Gold E. Locks, please approach the witness stand. Would you raise your right hand? Do you solemnly swear to tell the truth, the whole truth and nothing but the truth, so help you God?

Gold E. Locks: I do.

Defense: Exactly why did you enter the Bears' home on November 1st?

Gold E. Locks: Mostly, I was tired and hungry because of working all night long. It was cold outside and I knew it was going to be cold in my house. I didn't have the money to fix the window. I knocked on the door several times, but no one answered. The door was open a little, so I peeked in. When I peeked in the house, I smelled this delicious porridge. At first I thought I would wait for the Bears to come back. I kept getting more and more hungry as I smelled the porridge. I walked around a little bit and saw the porridge in the bowls. I tasted a couple of the bowls, but they were too hot. The other bowl was just right, so I ate the whole thing.

Defense: What happened then?

Gold E. Locks: I felt kind of guilty about eating the porridge, so I thought I should go into the living room and wait for the Bear family. I was going to tell them what I had done. I thought about leaving and going home because I was so tired, but then I thought they would come back and see that someone had been in the house and be frightened. So I decided to wait for them.

Defense: You say you felt guilty about eating the porridge. Didn't you feel bad about entering the house?

Gold E. Locks: No.

Defense: Why not?

Gold E. Locks: I have just moved to town and it's all so different. Where I come from, the houses are all so far apart; nobody locks their door. If you go to see a neighbor who isn't home, you just sit out on the front porch and wait for them to return. If it's cold, you go inside and wait.

Defense: Then you would not feel bad about walking into someone's house?

Gold E. Locks: I wouldn't just go walking into anybody's house.

Defense: Do you feel you had a reason to walk into the Bears' house?

Gold E. Locks: Yes. I was there on business — to talk to them about my broken window.

Defense: I have no further questions of this witness, your Honor. The defense rests.

Prosecutor: We have no further witnesses your Honor and we do not wish to make a closing argument.

Defense: We will not make a closing argument, your Honor.

Judge: Ladies and gentlemen of the jury, you have now heard all the evidence. I instruct you that if you find that the prosecutor has proven, beyond a reasonable doubt that the defendant, Gold E. Locks, entered the home of the Three Bears without being invited and without lawful authority, then you shall find her guilty of the offense of criminal trespass.

However, if you find that the prosecutor has failed to prove, beyond a reasonable doubt, that the defendant, Gold E. Locks, entered into the home of the Three Bears without being invited or without lawful authority, then you shall find her not guilty of the offense of criminal trespass.

You may now begin making your decision. (Ask the students to vote by ballot or by show of hands.)

Appendix G

THE BUTTON GAME

"The Button Game" is used extensively in law-related education to help students and adults understand the need for laws.

Here are guidelines for conducting the game:

1. Answer students' questions vaguely; don't volunteer information.
2. A button is used in this description. Any item that is useless by itself will work. (Children will string paper clips together if given a handful. The item must be something for which the child will not easily see a purpose when it is handed to the team.)
3. The games described below are to be done in order. The entire sequence should take 15-20 minutes.

GAME 1

1. Divide the class into two equal teams.
2. Give each team a button. (It does not matter how the students are arranged or which one gets the button.)
3. Tell the students to begin.
4. When they become frustrated, ask:
   "What's wrong?"
   When they mention that they do not know the rules or what to do with the button, tell them to suggest rules.
5. Write the rules on the board, no matter how ridiculous. (Make sure there is a long list.)

GAME 2

1. Review rules from Game 1.
2. Give button to each team.
3. Tell the students to begin play.
4. As they become frustrated with too many rules, ask, "What's wrong?"
5. Discuss the problem of too many rules.

GAME 3

1. List rules on the board:
   - ☆ Form a straight line.
   - ☆ Pass the button from the front to the back of the line by handing it over the shoulder.
   - ☆ The first team to pass the button to the back person is the winner.
2. Tell the students to play the game.
3. Before either team can finish, stop the game. Tell them there is another rule. (Make up a rule and add it to the list. Example: Jump up and down when passing the button.)
4. Keep repeating #3 until students are frustrated.
5. Ask, "What's wrong?"
6. Discuss changing the rules after play has started.

DEBRIEF

Discuss that rules must be clear, known by players, and unchanged during a game in order to be fair. Discuss how rules make the activity enjoyable rather than confusing because participants know how to behave. Students should be ready to admit that rules are necessary for an orderly game. The extension for this concept is that rules (laws) are also necessary for an orderly society.

Appendix H

Amazing Facts on Our Constitution

By John J. Patrick
Professor of Education
Director of Social Studies Development Center
Indiana University

1. **No other written constitution has lasted so long.**
   a. Nearly two-thirds of the world's 160 national constitutions have been adopted or revised since 1970.
   b. Only 11 of the world's national constitutions pre-date World War II.
   c. The average nation has had two constitutions since 1945.
   d. Syria and Thailand have each had nine constitutions since 1945.
   e. The only frame of government among today's nations that has endured is that of the United States.

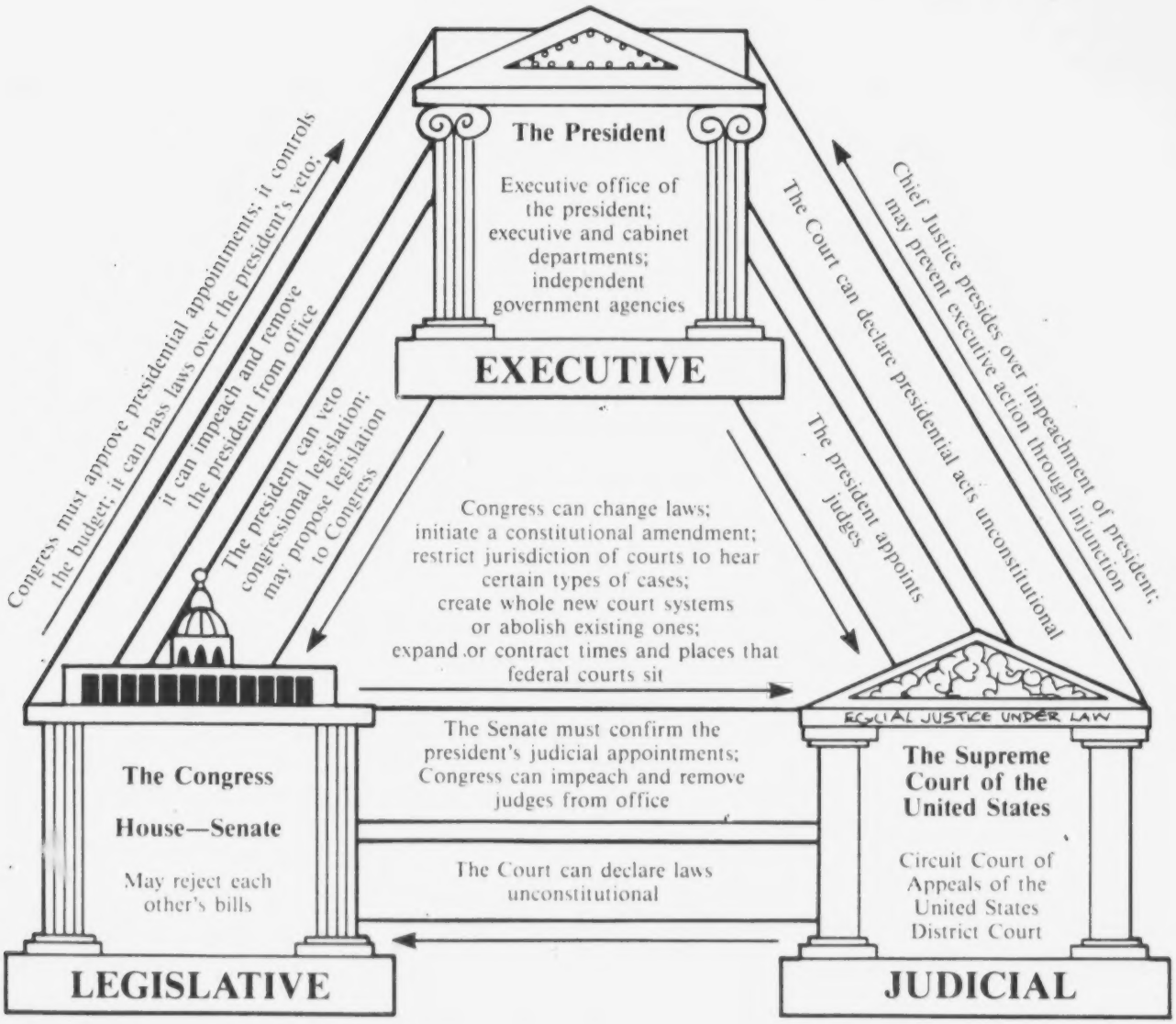
2. **The Constitution of 1787 was an innovative document, a breakthrough in the establishment of republican self-government.**
   a. In 1787, the American republic was the only country with a written constitution.
   b. Americans were the first people in the world to hold a convention for the single purpose of creating their government.
   c. For the first time, anywhere in the world, the people of the United States were invited to elect representatives to meet in convention to ratify or reject a proposed Constitution.
   d. Principles of American constitutional government — such as the Presidency and Federalism, and the system of checks and balances — were unique in the World of 1787.
   e. The Constitution established the freest government in the world of 1787.

3. **The United States Constitution has had great global influence; no other constitution has had so much influence on the framing of governments around the world.**
   a. The French overthrew their king in 1789 and established a republic influenced by American constitutional principles; since then the French have had several constitutions, all of them influenced more or less by the American model.
   b. In Latin America, the Constitutions of Brazil, Ecuador, Mexico, and Venezuela have been influenced by the U.S. Constitution with respect to separation of powers, the two-house legislature, the office of presidency, and the holding of regular elections.
   c. In Europe and Asia, West Germany, France, and Japan are three republics with constitutions influenced by the American model.
   d. In India, the American principle of judicial review is used as a model for the Supreme Court of India.
   e. American principles of civil liberties and civil rights have inspired and influenced people and governments around the world, from 1787 until the present.

4. **No other constitution has been praised so emphatically by foreigners. Consider the words of William Gladstone, the British prime minister, on the occasion of the centennial of the Constitution: "... the American Constitution is the most wonderful work ever struck off at a given time by the brain and purpose of man."**

Appendix I

Separation of Powers and Checks and Balances


The President
Executive office of the president; executive and cabinet departments; independent government agencies
EXECUTIVE
Congress must approve presidential appointments; it controls the budget; it can pass laws over the president's veto; it can impeach and remove the president from office
The president can veto congressional legislation; may propose legislation to Congress
The president appoints judges
The Court can declare presidential acts unconstitutional
Chief Justice presides over impeachment of president; may prevent executive action through injunction
Congress can change laws; initiate a constitutional amendment; restrict jurisdiction of courts to hear certain types of cases; create whole new court systems or abolish existing ones; expand or contract times and places that federal courts sit
The Senate must confirm the president's judicial appointments; Congress can impeach and remove judges from office
The Court can declare laws unconstitutional
The Congress
House—Senate
May reject each other's bills
LEGISLATIVE
EQUAL JUSTICE UNDER LAW
The Supreme Court of the United States
Circuit Court of Appeals of the United States District Court
JUDICIAL

Reprinted with permission from John J. Patrick and Richard C. Remy, ***Lessons on the Constitution,*** Social Science Education Consortium, 1985, p. 137.

Appendix J

GLOSSARY

agree:	to have the same opinion or understanding.
Bill of Rights:	the first 10 rules added to the Constitution (amendments) to protect people from too much power by leaders.
cartoon:	a drawing showing a funny situation.
celebration:	an event to honor or show respect for someone or something.
comic strip:	a series of cartoons.
Congress:	a group of men and women who make the laws for our country; the Senate and House of Representatives.
Constitution:	the set of rules or laws for the United States.
convention:	a meeting held for a special purpose.
country:	the territory of a nation (the United States).
court:	building where a person or group of persons listens to both sides of a dispute.
decision:	making up one's mind about something.
disagree:	to have a different opinion or idea than the one presented.
editor:	a person who corrects other writers' work; one who writes editorials.
editorial cartoon:	a drawing that expresses the artist's opinion.
editorial:	an article in the newspaper expressing the opinion of the editor or publisher.
House of Representatives:	one of the two lawmaking sections of Congress.
judge:	one who listens to both sides of a dispute and makes a decision, or judgment, in a court case.
justices:	nine judges in the Supreme Court.
law:	a rule that each person must obey; established by authority, society or custom.
lawyer:	a person who studies the law and helps to see that each person is treated fairly.
leader:	one who leads or guides others.
opinion:	a belief one holds to be true.
panel:	one-frame cartoon.
policeman:	a person who sees that laws are followed and watches for the safety of citizens.
president:	the highest leader in the United States government.
rule:	a direction to do or not to do something.
Senate:	one of the two lawmaking sections of Congress.
Supreme Court:	highest court in the United States.
vote:	the way people in the United States choose their leaders.

Appendix K

A BIBLIOGRAPHY OF MATERIALS on the UNITED STATES CONSTITUTION and the BILL OF RIGHTS

BIBLIOGRAPHY for GRADES 1-3

Bill of Rights. *Boys' Life Magazine*. Boy Scouts of America, 1972. (Gr. 3-9)

The Bill of Rights in Action: Freedom of Speech. California: BFA Education Media. (Gr. 1-Adult)

The Bill of Rights in Action: Story of a Trial. California: BFA Education Media. (Gr. 1-Adult)

Fincher, Ernest. *The Bill of Rights*. Watts, 1978. (Gr. 3-5)

Fisher, Dorothea. *Our Independence and the Constitution*. Random House, 1950. (Gr. 3-5)

Kegan, Marcia. *The Taos Indians and Their Sacred Blue Lake*. Julian Messner, 1972. (Gr. 3-5)

Prolman, Marilyn. *The Story of the Constitution*. Children's, 1969. (Gr. 2-4)

Raskin, Joseph and Edith Raskin. *Guilty or Not Guilty: Tales of Justice in Early America*. Lothrop, Lee and Shepard Company, 1975. (Gr. 3-5)

Steig, William. *The Real Thief*. Dell Publishing Company, Inc., 1974. (Gr. 3-6)

Weiss, Ann E. *We Will Be Heard: Dissent in the United States*. Julian Messner, 1972. (Gr. 3-7)

Wise, William. *American Freedom and the Bill of Rights*. Parent's Magazine Press, 1975. (Gr. 1-4)

BIBLIOGRAPHY of AUDIO-VISUAL MATERIALS GRADES 1-3

Gideon's Trumpet. Worldvision Enterprises, Inc., 1980. (Gr. 1-Adult)

Preamble. Communications Park Video, 1976. (Grades 1-6)

BIBLIOGRAPHY for GRADES 4-6

About the Constitution of the United States of America. Channing L. Bete Company, Inc., 1972. (Gr. 5-12)

Bates, Elizabeth Bidwell. *The Making of the Constitution*. Grossman Publishers, 1972. (Gr. 5-12)

Bill of Rights *Boys' Life Magazine*. Boy Scouts of America, 1972. (Gr. 3-9)

The Bill of Rights in Action: Freedom of Speech. California: BFA Educational Media. (Gr. 1-Adult)

The Bill of Rights in Action: Story of a Trial. California: BFA Educational Media. (Gr. 1-Adult)

Carroll, Sidney. *You Be the Judge*. Lothrop, Lee and Shepard Company, 1971. (Gr. 4-8)

Commanger, Henry. *The Great Document: A Book for Young Americans*. Bobbs, 1961. (Gr. 5-8)

Cooke, _____. *America's Great Document, the Constitution*, 1970. (Gr. 6-12)

Corwin, Edward, *The Constitution and What It Means Today*. Princeton University. (Gr. 6-12)

Cox, Archibald. *Civil Rights, the Constitution, and the Courts*. Harvard University Press. (Gr. 6-12)

Cullop, Floyd G. *The Constitution of the United States: An Introduction*. New American Library, 1969. (Gr. 6-10)

Cushman, Robert *Leading Constitutional Decisions*. Prentice-Hall. (Gr. 6-12)

Fincher, Ernest. *The Bill of Rights*. Watts, 1978. (Gr. 3-5)

Findlay, Bruce. *Your Rugged Constitution: How America's House of Freedom Is Planned and Built*. Stanford University Press, 1969. (Gr. 5-9)

Fisher, Dorothea. *Our Independence and the Constitution*. Random House, 1950. (Gr. 3-5)

Garraty, John. *Quarrels That Have Shaped the Constitution*. Harper, 1975. (Gr. 5-12)

Green, Margaret. *Defender of the Constitution: Andrew Johnson*. Julian Messner, 1962. (Gr. 6-8)

Hand, Learned. *Bill of Rights*. Atheneum, 1964. (Gr. 5-9)

Haskings, _____. *Your Rights, Past and Present*. Hawthorne Books, 1975. (Gr. 5-9)

Hayman, _____. *The U.S. Constitution*. Four Winds, 1966. (Gr. 3-5)

Holder, Angela R. *The Meaning of the Constitution*. Barrons Educational Series, Inc. (Gr. 6-12)

Hudson, Margaret W. and Ann A. Weaver. *In Your Country* (2nd ed.) (The Young American Series). Fearon Publishers, Inc., 1973. (Gr. 4-8)

Katz, William. *the Constitutional Amendments*. Watts, 1974. (Gr. 5-9)

Keegan, Marcia. *The Taos Indians and Their Sacred Blue Lake*. Julian Messner, 1972. (Gr. 3-5)

Kelly, Frank. *Your Freedoms: The Bill of Rights*. G. P. Putnam's Sons, 1964. (Gr. 4-6)

Kottmeyer, William. *Our Constitution and What It Means*. McGraw-Hill Book Company, 1975. (Gr. 5-12)

Lawson, _____. *The Changing Face of the Constitution*. Watts, 1979. (Gr. 6-12)

Lieberman, _____. *Free Speech Free Press and the Law*. Morrow, 1980. (Gr. 6-12)

Lieberman, _____. *Privacy and The Law*. Lothrop, 1978. (Gr. 5-12)

Liston, Robert. *Tides of Justice: The Supreme Court and the Constitution in Our Time*. Delacorte, 1966. (Gr. 5-8)

Lomask, _____. *The Spirit of Seventeen Eighty Seven Makes Our Constitution*. Farrar Straus, 1980. (Gr. 4-12)

Miers, _____. *The Bill of Rights*. Grossett and Dunlap, Inc., 1968. (Gr. 4-6)

→

Morris, Richard B. *First Book of the Constitution*. Franklin Watts, Inc., 1958. (Gr. 4-6)

Raskin, Joseph and Edith Raskin. *Guilty or Not Guilty: Tales of Justice in Early America*. Lothrop, Lee and Shepard Company, 1975. (Gr. 3-5)

Ratcliffe, Robert H., ed. *Law in a New Land* (Trailmarks of Liberty Series). Houghton Mifflin Company, 1972. (Gr. 4-5)

Steig, William. *The Real Thief*. Dell Publishing Company, Inc., 1974. (Gr. 3-6)

Weiss, Ann E. *We Will Be Heard: Dissent in the United States*. Julian Messner, 1972. (Gr. 3-7)

BIBLIOGRAPHY of AUDIO-VISUAL MATERIALS GRADES 4-6

The Bill of Rights in Action: Freedom of Speech. University of Illinois, 1984. (4-Adult)

The Bill of Rights in Action: The Privilege Against Self-Incrimination. University of Illinois, 1984. (Gr. 6-Adult)

The Bill of Rights in Action: The Right to Privacy. University of Illinois, 1984. (Gr. 6-Adult)

The Bill of Rights in Action: The Story of a Trial. University of Illinois, 1984. (Gr. 6-Adult)

Censorship in Schools and Libraries. Educational Enrichment Materials. (Gr. 6-Adult)

The Constitution: A Living Document. Pathescope Educational Media. (Gr. 6-Adult)

The First Amendment. Visual Education Consultants, 1980. (Gr. 6-Adult)

The First Amendment: Freedom of the Press. Prentice-Hall. (Gr. 6-12)

Free Press: A Need to Know the News. Pathescope, Circa, 1970. (Gr. 4-8)

Free Speech and Press. Multi Media Materials. (Gr. 6-8)

Freedom of the Press: A Priceless Heritage. Current Affairs, 1973. (Gr. 4-12)

Gideon's Trumpet. Worldvision Enterprises, Inc., 1980. (Gr. 1-Adult)

The Great Rights. University of Texas, 1963. (Gr. 4-Adult)

Interrogatories and Counsel. University of Texas, 1967. (Gr. 6-Adult)

Invasion of Privacy. CMS Records, Inc. (Gr. 6-Adult)

Justice and the Law. Pathescope Educational Media. (Gr. 6-Adult)

Justice Black and the Bill of Rights. University of Wisconsin, 1968. (Gr. 6-Adult)

Man and the State: Hamilton and Jefferson on Democracy. University of Kansas, 1975. (Gr. 6-Adult)

New Tests of the First Amendment. Educational Enrichment Materials. (Gr. 6-Adult)

Preamble. Communications Park Video, 1976. (Gr. 1-6)

Privacy Under Attack. Current Affairs, 1976. (Gr. 6-12)

The Right to Believe. Communications Park Video, 1975. (Gr. 4-12)

Search and Privacy. University of Wisconsin, Bill of Rights Series, 1967. (Gr. 6-Adult)

Search and Seizure. Multi Media Materials. (Gr. 6-8)

To Preserve the Constitution. Films, Inc., 1978. (Gr. 6-12)

Your Freedom and the First Amendment. Educational Enrichment Materials, 1976. (Gr. 6-Adult)

REFERENCE LIST FOR TEACHERS

Bowen. *Miracle at Philadelphia*. Brown and Company, 1966.

Cox. *The Role of the Supreme Court in American Government*. Oxford University Press, 1976.

Farrand. *The Framing of the Constitution of the United States*. Yale University, 1918.

Hamilton, Madison, and Jay. (Introduction and commentary by Garry Wills) *The Federalist Papers*. Bantam Books, 1982.

Morris. *Seven Who Shaped Our Destiny*. Harper & Row, 1973.

Peek. *The Political Writings of John Adams*. Bobbs-Merrill/American Heritage Series, 1954.

Smith. *The Convention and The Constitution*. St. Martin's Press, 1965.

NIE LENDING LIBRARY

Federal Government: The Executive Branch. National Geographic filmstrip, 1976. (Gr. 5-12)

Federal Government: The Judicial Branch. National Geographic filmstrip, 1976. (Gr. 5-12)

Federal Government: The Legislative Branch. National Geographic filmstrip, 1976. (Gr. 5-12)

Guidelines for Conducting Pro-Se Courts. Arlene F. Gallagher.

Mock Trial 3: Francine, Kerplunk, and the Golden Nugget. Arlene F. Gallagher.

Patrick, John J. and Richard C. Remy. *Lessons on the Constitution Supplements to High School Courses in American History, Government and Civics*. Social Science Education Consortium, Inc. and Project '87. American Historical Association and American Political Science Association. 1985.

Reading List for Law-Related Themes in Children's Books. Law Related Education, A Course of Study for K-6 Infusion. Department of Curriculum and Instruction, Memphis (Tenn.) City Schools, 1982.

Two Hunters: One Deer. The Methods Book: Strategies for Law-Focused Education, Arlene G. Gallagher. (Chicago: Law in American Society Foundation, 1978) pp. 51-53.

Using a Mock Trial With Elementary Students. Foundations of Justice (Columbus, Ohio: Charles E. Merrirll, 1975), pp. 1-3.

Using a Mock Trial With Elementary Students. Foundations of Justice (Columbus, Ohio: Charles E. Merrill, 1975), pp. 1-3.

***The Indianapolis Star and The Indianapolis News* NIE Lending Library has filmstrips and books about the newspaper. These materials are available to teachers. For lists of titles, please call the NIE office at (317) 633-9005.**

Compiled by the Arizona Center for Law-Related Education, Arizona Bar Foundation, Phoenix, Arizona, in cooperation with The Law, Youth and Citizenship Program, New York State Bar Association, Albany, New York.

ABOUT THE AUTHORS

Connie S. Yeaton, Indiana Law-Related Education Coordinator, taught elementary grades for 18 years in the Bartholomew Consolidated School Corporation, Columbus, Indiana. Long active in Law-Related Education, she has numerous LRE presentations and publications to her credit. In addition, she served as Indiana Coordinator for the National Bicentennial of the Constitution and Bill of Rights Competition. This event was sponsored by the Center for Civic Education/Law in a Free Society of Calabasas, California, where she serves as a consultant.

Karen T. Braeckel, Newspaper in Education Consultant for The Indianapolis Star and The Indianapolis News, has ten years' teaching experience with elementary and junior-high students in four states. As a member of the Adjunct Faculty of Butler University in Indianapolis, she gives instruction on the use of the newspaper as a teaching tool, and also on the role of the computer in the classroom. At The Star and The News, she works primarily with elementary educators.

THE STAR-SPANGLED BANNER

Oh, say can you see by the dawn's early light
What so proudly we hail'd at the twilight's last gleaming,
Whose broad stripes and bright stars through the perilous fight
O'er the ramparts we watch'd were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
Oh, say does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

Bill of Rights

A series of lessons using the newspaper, filmstrips, literature, role playing, and The Decision T to study The Constitution and Bill of Rights

Grades 1 - 3

BEST COPY AVAILABLE